MARGARETA DUȘCIAC
MARIA GÎSCĂ
ELISAVETA ONOFREICIUC
SILVIA ROTARU
TIM SCHNEIDER
SARAH EWELL
GALINA CHIRA
MIHAI CHIRA

LIMBA ENGLEZĂ

XII

MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

ENGLISH AWARENESS

Margareta DUȘCIAC, Maria GÎSCĂ, Elisaveta ONOFREICIUC,
Silvia ROTARU, Tim SCHNEIDER, Sarah EWELL,
Galina CHIRA, Mihai CHIRA

At the Crossroads

STUDENT'S BOOK 12

Editura ARC

CONTENTS

1 UNIT PERSONAL CULTURE

Lesson 1	Who Am I?	4
Lesson 2	Showing Good Faith	7
Lesson 3	School Culture	10
Lesson 4	Literary Focus	13
Culture and Civilization		18
Writing Skills Development		20
Round Up		22
Test One		24

2 UNIT CULTURAL UNITY AND VARIATION

Lesson 1	The Significance of Culture	26
Lesson 2	On Cultural Diversity	29
Lesson 3	Why Equal Chances?	32
Lesson 4	Literary Focus	35
Culture and Civilization		40
Writing Skills Development		42
Round Up		44
Test Two		46

3 UNIT DISCOVERING THE PAST

Lesson 1	Prehistoric Britain	48
Lesson 2	The American Dream	51
Lesson 3	The History of British Fashion	54
Lesson 4	Literary Focus	57
Culture and Civilization		62
Writing Skills Development		64
Round Up		66
Test Three		68

4 UNIT LIVING IN A GLOBALIZED WORLD

Lesson 1	A Voice to Be Heard	70
Lesson 2	A Borderless World	73
Lesson 3	Consumerism	76
Lesson 4	Literary Focus	79
Culture and Civilization		84
Writing Skills Development		86
Round Up		88
Test Four		90

5 UNIT AT THE CROSSROADS

Lesson 1	Choosing a Profession is not Easy	92
Lesson 2	Where to Study?	95
Lesson 3	Am I ready?	98
Lesson 4	Literary Focus	101
Culture and Civilization		106
Writing Skills Development		108
Round Up		110
Test Five		112

SUPPLEMENT

SAMPLE TESTS – NATIONAL BACCALAUREATE 114

GRAMMAR 125

SCRIPTS 139

1 UNIT PERSONAL CULTURE

Lesson 1

Who Am I?

"Knowing yourself is the beginning of all wisdom."
Aristotle

DISCUSSION POINTS

1 **Companies and celebrities all over the world create brands for themselves to express a part of their identity that they want to introduce to the world. McDonald's, for instance, has the golden arches which are a sunny yellow in the shape of a big "M". In this way, they are conveying that fun and good times can be had at their fast food restaurant. Take a moment and create a logo or brand that expresses who you are. Be ready to discuss what you have designed.**

1. Why did you design this logo for yourself?
2. What does it say about you as an individual?
3. What recognizable features of the logo express you as an individual?
3. Would your classmates recognize you in this logo? Explain your answer.

2 **Create a flag for yourself, and fill it with three values that you hold dear, and a phrase or a few words describing your attitude towards the things you value most in your life.**

1. What principles and values do you hold dear?
2. What are the 5 words that best describe you?
3. What is your highest dream or aspiration?

SPEAKING

1 **With a partner, write a dialogue of at least 10 lines introducing yourselves to each other. Be sure to answer the following questions in your dialogue:**

1. What do I want people to know about me?
2. What special talent or attribute do I have that makes me unique?
3. What makes me especially happy to be at school?
4. With your partner, perform the dialogue in front of the class.

2 **Each student in the class should express two things s/he hopes to accomplish in English class this year.**

Quick Tip

You are meeting someone for the first time, and you want to make a great first impression. Consider the following:

1. Think about how you are dressed and what impression your style will have on another.
2. Be aware of your body language. Don't appear restless or that you are anxious to leave.
3. Be sure to keep comfortable eye contact while talking.
4. A warm and confident handshake for men and women can create a great first impression.
5. Be interested in hearing about someone new. This will ensure that s/he is interested in you.

READING

1 **A metaphor is a comparison between two unlike things, or the use of something as representative of an object or action. What do you associate love with? Create a metaphor for love.**

2 **Read the poem above by the American poet Langston Hughes. What does this poem say about self-identity and how some people give up their identity to be with someone else? Is Hughes being figurative or literal in this poem?**

Fire-Caught

by Langston Hughes

The gold moth did not love him
So, gorgeous, she flew away.
But the gray moth circled the flame
Until the break of day.
And then, with wings like a dead desire,
She fell, fire-caught, into the flame.

Word Study

moth – a winged insect similar to butterflies
gorgeous – beautiful; very attractive
break of day – sunrise; dawn
flame – a tongue of fire

3 **Answer the following questions:**

1. What is the difference between the gold and the gray moths?
2. What does it mean to be gray?
3. Why did the gold moth not love "him"?
4. What does Hughes mean that the gray moth was "fire-caught"?
5. What is the flame that the gray moth is circling?

LISTENING

1 **Listen to the dialogue and fill in the gaps with the words from the box. Some words are used more than once.**

A: "... doing?"
B: "I'm ..., how about you?"
A: "Oh, I'm ... good. We talked about movies the last time we met. What movies have you seen lately?"
B: "I saw Forrest Gump the other day."
A: "What type of movie is that?"
B: "It's a drama. I ... it. There were some funny moments and some sad ones too."
A: "How can you watch movies when the weather is so nice? You should be outside."
B: "I ... the hot weather. ... stay indoors with the air conditioner."
A: "What else do you like to do besides watching movies?"
B: "I ... to play computer games, read books, go shopping, and play pool."
A: "Out of those what is your ...?"
B: "My ... is to play computer games."
A: "What is your ... computer game?"
B: "My ... is Assassin's Creed. It used to be Star Craft, but it is getting a little old."
A: "If you like to play so much, when do you ever exercise?"
B: "Although I ... to exercise, I go jogging at least twice a week."
A: "That's ... good. By the way, what are you doing next Saturday?"
B: "I am going to go to the bookstore."
A: "I am having a party Saturday night at my house. If you have time, you should come."
B: "That sounds like fun."
A: "Great. I'll see you on Saturday."
B: "Ok. See you later."

pretty
I'd rather
how are you
great
hate
enjoyed
like
favourite

2 **Listen to the dialogue again and answer the questions:**

1. What type of movie is Forrest Gump? a) adventure; b) drama; c) comedy; d) science fiction
2. Besides watching movies, what does B like to do? a) to go shopping; b) to go swimming; c) to play basketball; d) to do homework
3. What does B do for exercise? a) walks around the mall; b) plays golf; c) doesn't exercise; d) goes jogging twice a week
4. What is B's favourite thing to do? a) sleeping; b) playing computer games; c)going shopping; d) playing pool
5. Why does B dislike going outdoors? a) There are too many insects; b) He doesn't like his neighbours; c) He has too much homework; d) The weather is too hot.

GRAMMAR REVIEW

1 **Complete the following exercises on verb tenses.**

A **Simple Present, Past and Future – Use the proper form of the verbs in parentheses using simple tenses.**

My name 1._____ (be) Adam. Last week, my teacher 2._____ (make) a presentation on symbols of the United Kingdom. Mrs. Baratu often 3. _____ (describe) other cultures for us. 4. _____ (be) you aware of the school system in the United States? When I heard about it, I 5. _____ (not think) that there 6. _____ (be) much of a difference between our educational systems. What classes 7. _____ (you/take) next year? Yesterday, Felicia 8. _____ (tell) me that she 9. _____ (not go) to university next September. She 10. _____ (want) to go to art college.

B **Continuous / Progressive – Use the proper form of the verbs in parentheses using the present, past or future continuous.**

What 1. _____ (you/do) right now? Nothing much. I 2. _____ (just/think) of heading to the store when you called. Oh yeah? I hear that place 3. _____ (have) a sale on blue jeans this week. What 4. _____ (you/wear) to the ball next week? They 5. _____ (watch) the fashion show, when the doorbell rang. At 2pm tomorrow, Sarah 6. _____ (study) for her Maths exam. 7. _____ (Tom/run) for president of our district? Shhh! Don't wake the baby. She 8. _____ (sleep). The dog 9. _____ (not bark) while you 10. _____ (try) to work yesterday.

C **Perfect – Use the proper form of the verbs in parentheses using the present, past or future perfect.**

I 1. _____ (not have) a chance to tell you how much I enjoyed the party last week. It was great! Sally said she 2. _____ (not dance) so much since before the baby was born. Eric 3. _____ (graduate) university before you finish high school. 4. _____ (you/see) my bracelet? The vase 5. _____ (break) long before my sister came home. The news reports say that the celebration 6. _____ (begin) in Chisinau. Jeremy, 7. _____ (you/hear) the latest gossip about Sarah? How many times 8. _____ (you/travel) to England? Before the police informed her, she 9. _____ (not know) all the facts. I 10. _____ (not finish) all my work before you get to the house.

D **Perfect Continous – Use the proper form of the verbs in parentheses using the present, past or future perfect continuous.**

1. _____ (do) for the last three hours? Sally 2. _____ (take) a nap when she heard a noise in the house. She 3. _____ (study) at university for three years when we see her next summer. He complained that he 4. _____ (eat) his way through Moldova and had got quite fat. The chickens 5. _____ (not sleep) for three days, and the farmer was worried. 6. _____ (you/watch) the football matches this week? Surely, the kids 7._____ (not dance) the whole night! 8. _____ (Roger/create) problems again? The builders 9. _____ (work) for 2 months when the accident happened. I 10. _____ (have) these really wonderful dreams for the last week; I hope they continue.

Lesson 2

Showing Good Faith

"Man is by nature a social animal."

Aristotle, *Politics*

DISCUSSION POINTS

1 **How do you understand the quotation of the lesson? What is the relationship between man and society?**

2 **The passage below is taken from the poem "For Whom the Bell Tolls" ("No man is an island…") by the English poet John Donne (1573 – 1631).**

No man is an island,
Entire of itself,
Every man is a piece of the continent,
A part of the main.
If a clod be washed away by the sea,
Europe is the less…

Compare Aristotle's and John Donne's quotations about human relationships and discuss how both quotations relate to the picture on the right.

3 **How important are the relationships established among people belonging to different backgrounds and histories? Why are they important?**

SPEAKING

1 **Fill in the appropriate words and phrases from the box to describe the 4 basic types of relationships in the sentences below:**

Family relationships, friendships, professional relationships, romantic relationships

1. A … is the state of being friends: the relationship between friends.
2. A … relationship is the expressive and pleasurable feeling from an emotional attraction towards another person associated with love.
3. A … relationship is a term that denotes relatedness or connection by blood or marriage or adoption.
4. The study will assess the …. relationship between the employer and the employees.
5. She had romantic feelings for him. She had a … relationship with a coworker.
6. Establishing proper …. relationships is the backbone of career development.
7. What are the similarities between friendship and family relationships?
8. What should or should not happen in any of these relationships?
9. What do you think are the reasons why so many relationships break up? What are possible solutions to these problems?

2 **Conversation Train! Start with one classmate who will continue the following prompts with a word or short phrase. The next person has to repeat the sentence and add a short phrase. The next pupil repeats the first and second and adds a third, and so on.**

A best friend should be...
My favourite kind of people are ...
When looking for a romantic partner, I look for...

2 **What kind of relationship does each image represent? Write the words next to each picture:**

READING

1 **Read the short story and explain what important change takes place at the end of the story.**

Letters in the Mail

(After Erskine Caldwell)

In general, almost everybody likes to receive mail and perhaps nobody in the whole town of Stillwater liked to get letters more than Ray Buffin did. But, unfortunately, Ray received fewer letters in his box at the post-office than anybody else. Nobody wrote letters to him except that once a month he did get a bill from the gas and electric company and occasionally he found advertising matter in his own box like everybody else in town.

In Stillwater, mail was delivered once a day. Soon after letters, magazines and newspapers had been put into the letter boxes, Ray closed his shop, where he made a living repairing radios, and hurried to the post-office. He was very disappointed if there was no mail for him, but he always had a feeling that one of these days he would get some.

One afternoon, after watching Ray Buffin waiting for a letter at the post-office, two of the younger men in town, Guy Hodge and Ralph Barnhill, decided to play a joke on him. Their plan was to ask a girl in town to send Ray a love letter without signing it; and then somebody else was to take the letter out of his hand and read it aloud for everybody to hear. They asked Grace Brooks, the night switch operator at the telephone company to write the letter.

Grace was a pretty woman with a fine figure. She had remained unmarried, and because she worked at night and slept in the daytime it was very difficult for her now, she knew, to find a husband.

At first Grace said she would have nothing to do with their plan. Suddenly she turned away. She didn't want the young men to see her crying. She remembered the time she had got acquainted with Ray and the letter she had soon received from him. Ray had written to tell her how beautiful and lovely he thought she was and how much he loved her. He ended the letter by asking her to marry him. But she had just finished school then and had started to work for the telephone company; she was very young then and didn't want to marry anybody yet; and so Ray never got a reply. Time passed. During all those years she had seen him a few times but rarely more than a polite word had passed between them, and each time he looked sadder and sadder. After they left the telephone office Grace thought about Ray and cried. Late at night she wrote the letter.

The next day Guy and Ralph were in the post-office at four o'clock. When Ray came in and saw a letter in his box he looked at it in surprise. He couldn't believe his eyes. He opened the box, took out the pale-blue envelope and went to the corner of the room to read it. When he finished he behaved like mad. He smiled happily and ran out of the room before the people there had time to say anything to stop him.

The moment Guy and Ralph understood what had happened, they ran after him trying to stop him. But it was too late. Ray hurried round the corner to the telephone office. When Ralph and Guy followed him they found Ray and Grace together.

2 **Reread the last paragraph silently. What do you predict will happen next? Why do you think so?**

3 **Describe the incident and explain:**

1. What is the conflict in the story? How is it resolved?
2. What are the time and the setting of the story?
3. Why do you think the author named the town Stillwater?
4. If you had found yourself in a situation similar to the one faced by the main characters would you have reacted in the same way?

4 **Tell whether the following statements are true or false, and give evidence from the story to support your answers:**

1. Ray didn't like to receive mail.
2. Ray made a living delivering mail bags full of letters, magazines and newspapers.
3. Grace was a very young pretty girl.
4. Guy and Ralph wanted to send Ray a letter signed by a girl.
5. Ray didn't receive any answer to his letter that he had written many years ago.
6. The joke had an unexpected happy ending.

5 **Choose the proverb that best illustrates the main idea of the story. Explain your choice.**

Do well and have well.
All is well that ends well.
Cast no dirt into the well that hath given you water.
All things come to those who wait.

6 **Fill in the gaps with modal verbs. Explain your choice.**

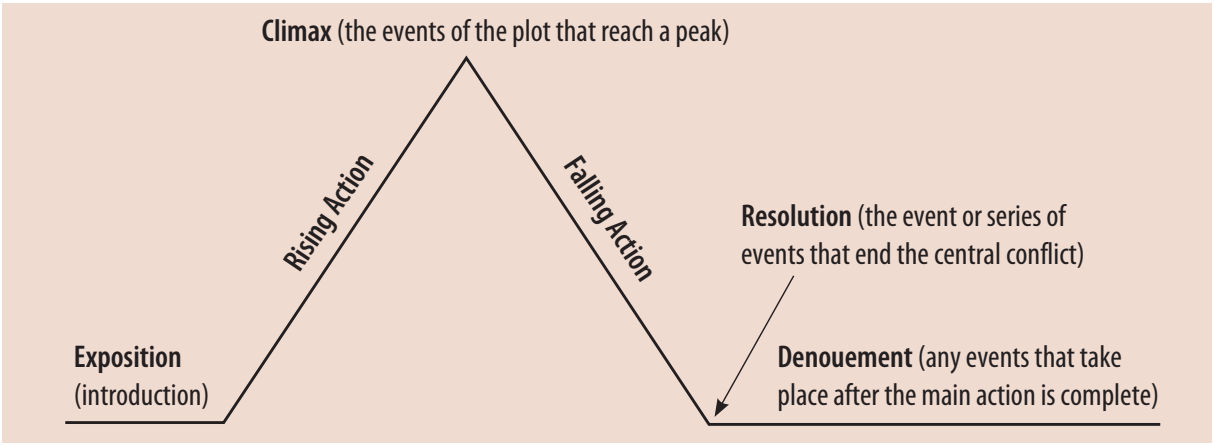
1. He … have visited this town before. He walks around here as if he were a native.
2. He … have visited this town before. He has never been as far south as that.
3. The air was damp and it was getting dark. It … have been rather late already.
4. We … make haste. We have a lot of time.
5. He … be right, but I am not sure he is.
6. Where are Kate and Jane? I don't see them on the ferry. Oh, they … be crossing the river by the bridge.
7. He … have come. We managed to do it without his help.
8. "Don't you … talk to me like that!" she screamed.
9. The congress … meet at one o'clock.

7 **Match each character with adjectives describing their character traits. Support your answers with facts and examples from the story.**

Guy and Ralph	faithful, indecisive, timid, reliable, sentimental, patient, loyal
Ray	naive, honest, proud, thoughtful, attractive, sensitive, lovable
Grace	sly, inventive, jocular, reckless, humorous, adventurous, cheerful

WRITING

Make up the chart of the story. In writing answer the following questions: *Which of the elements constitute the climax of the story, which ones represent the outcome of the story? Which of the events, described at the end of the story, represent the resolution of the story? Does the story have denouement? Why do you think the author decided to finish the story like that?*


Climax (the events of the plot that reach a peak)
Rising Action
Falling Action
Resolution (the event or series of events that end the central conflict)
Exposition (introduction)
Denouement (any events that take place after the main action is complete)

Lesson 3

School Culture

"Enjoy every little moment of high school; you'll regret wishing time away when you realize it all goes by so fast."

Unknown High School Student

DISCUSSION POINTS

1 **Consider your school and your relationship to it, your classmates and your teachers to answer the following questions.**

1. What makes up the culture of your school?
2. What do you like about your school, the classes, your colleagues, the administration?
3. What would you change about your school?
4. How much responsibility do you have in your own education?

2 **You have to describe your school to a foreign student who doesn't know anything about Moldova, your school, your school's traditions and typical pupils at your school. How would you do that? Make a spidergram about your school, and explain how this creates a good picture of what school life is like for you.**

LISTENING

1 **After listening to the dialogue the first time, answer the following questions.**

1. What excuse did Thomas give for not completing his essay? A) The dog ate his essay. B) He was at a birthday party. C) He forgot the assignment. D) He didn't know about it.
2. Why does Thomas think he has homework? A) The teacher hates him. B) He is a bad pupil. C) The class is too easy. D) It is a form of punishment.
3. How would you describe Thomas's history of turning in his work? A) He regularly turns in his work. B) He is better at doing his homework than his classmates. C) He seldom turns in his homework. D) He does really good work.
4. What reasons does the teacher give for why pupils are given homework? Choose all that apply. A) It is a form of punishment. B) It teaches responsibility. C) The teacher dislikes the class. D) It helps practise what is learned.

2 **Listen to the dialogue again, and as a class discuss the following thoughts about the dialogue.**

1. Pupils take responsibility for what they learn when they do their homework.
2. With which speaker do you most agree? Explain your answer.
3. What do you think of how both the teacher and the pupil interacted? Is it a real interaction?
4. Is the teacher acting in a fair manner?

1 **Read the following text by Nicolae Mitis, a lyceum student in Ialoveni, Moldova. Identify the responsibilities, the author states students should have toward their own education. Be ready to say whether you agree or disagree.**

Taking the Wheel – Student Responsibility

by Nicolae Mitis

Recently, I was travelling by maxitaxi in Moldova's capital city of Chisinau. As a Moldovan, I rely heavily on our public transportation system; it takes me wherever I want to go in our small country. I gazed at the driver. He was smoking, even though this is illegal. He was also talking on his cell phone. I grew resentful, then angry. How could he be so unconcerned about his responsibilities? What if we crashed because he was not paying attention to his duties? My fears vanished, however, as I got off the maxitaxi and faced my own responsibilities – I was heading to school. And school, well, our education system, is very much on my mind. The education system in Moldova has its problems, but our parents, our teachers, and our government are willing to sacrifice to improve it; why aren't we?

Frankly, my school is a mess. Like most schools in Moldova, it was built in the glory days of the Soviet Union, somewhere between 1950 and 1960. By now, it is a little run down. Unfortunately, most of the country's schools are in similar condition. In some places, our parents have tried to address the situation. They invested a great deal of money in order to ensure proper conditions for studying. In fact, there are schools that have been fully rebuilt from parents' foundation money. So, it is easy to see how important education is for our parents. But, what about us? Do we, the students, care?

Those of our teachers who were born and raised in the Soviet Union with all of its philosophical and political differences, have shown a willingness to change their behaviour and methods to provide us with a modern education. There is a generation gap that also causes issues between teachers and students, but if they are working to change, to improve our minds, shouldn't we try as well? There are also teachers from abroad (some from the United States Peace Corps) who are dedicating their time and efforts to the tough job of modeling strong, responsible world citizens of the 21st century. Isn't it our responsibility to take the time to learn from them?

It is apparent that our government is concerned about our education as well. We have a class in which the rights and responsibilities of a student and a citizen are taught. The purpose of this class is to "raise a conscientious generation," as stated by the Ministry of Education. The national budget for Moldova is small, it is listed as the poorest country in Europe. That said, every year the government spends 6,300 lei (equal to about $500 USD) per student. In the Republic of Moldova there are nearly 412,000 students, and we spend 20% of our national budget on education – the largest percentage in Europe, as well as one of the largest in the world. Do we, the students, care? For many pupils these are merely numbers, and don't appear to matter.

Students have the ultimate responsibility for their own education, regardless of how much effort our parents and teachers give, how many classes are taught, or how much money is thrown into the mix. Isn't it our duty to meet the expectations of those who invest so much in our education? Meeting expectations doesn't have to mean blindly following another person's lead, but it does mean being responsible to our parents, our teachers, our country and, finally, ourselves.

So the question is, when do we, as students, own up to our responsibilities? When do we decide whether to drive the maxitaxi of our education with a clear view of the future, rather than driving with a proverbial cigarette in one hand, and talking on a cell phone with the other?

2 **Answer the following questions based on the text:**

1. What makes the author think about responsibilities?
2. How do parents show that they are concerned about their children's education?
3. How do teachers show that they accept some of the responsibility of educating?
4. How does the Moldovan government demonstrate its concern for education?
5. What outside influences does the author cite as having an impact on education in Moldova?

3 **Find synonyms in the text for the following words:**

1. stare	2. purposelessly	3. deteriorated	4. grandeur	5. notorious
6. allowance	7. estimated	8. simply	9. seem	10. space

4 **Find antonyms in the text for the following words:**

1. inattention	2. insignificant	3. least	4. past	5. ruin
6. take	7. smallest	8. richest	9. brand new	10. ignore

5 **Find definitions for the following phrasal verbs:**

to grow resentful -

1. to be happy with a situation
2. to plant something in a garden
3. to feel insulted
4. to feel indifferent

to pay attention –

1. to laugh at something
2. to focus on a particular thing
3. to ignore something
4. to give money for something

to head to –

1. to move in a direction
2. to lead a team
3. to nod one's head
3. to guide people on a tour

to throw into the mix

1. to stir ingredients
2. to toss ideas around
3. to contribute to
4. to pay money

SPEAKING

Form a discussion circle with 4 participants in the centre and the remainder of the class as the audience on the outside. With the teacher as the moderator, each participant is given one minute to argue for or against the following discussion points. After everyone has stated their viewpoint, each panelist will have 30 seconds to rebut. Change the 4 participants in the centre with every discussion point.

1. Pupils in Moldova have no responsibility toward improving their education.
2. The educational system in Moldova is perfect as it is, and does not need to improve.
3. The Moldovan educational system prepares students for further education after lyceum.
4. Educational systems around the world are much easier than in Moldova.
5. The aspect of school that I would most change is…
6. The one thing my school does really well is…
7. Students should never have to do homework.

WRITING

Consider the following quote: "The worst thing a kid can say about homework is that it is too hard. The worst thing an adolescent can say about a computer game is it's too easy." Write a minimum of 200 words to express whether you agree or disagree with this statement. Do we need homework? Defend your answer.

Lesson 4

Literary Focus
Life Is to Be Lived

Accidents will happen in the best-regulated families.
Charles Dickens

DISCUSSION POINTS

1 **Explain the title of the lesson. Tell how you would like to live your life. Give reasons.**

2 **Comment on the quotation of the lesson. Find equivalents in your native language that correspond to this quotation. Explain their meaning.**

3 **Brainstorm a list of 'accidents'–unfortunate events, that may be inevitable even in well-to-do and best-regulated families. Try to come to a consensus and draw the necessary conclusions.**

4 **Do you believe in the existence of ideal families? What is your idea of an ideal family?**

READING

1 **Scan the first part of the text that follows in order to find out the following:**

a. how old the parents were
b. how they behaved while on trips
c. what their son mostly wondered about
d. why he brought them Cape scallops

My Mother's Hands

Robert Fontaine

Until a short while ago I wondered how elderly people who had been married for decades could still find in each other sources of surprise and wonder, even elements of excitement and provocation. I would visit my father and mother every day in their small apartment, for an hour or so, and chat about baseball and hockey and prize fights on TV.

Now and then, sitting there, I would wonder with part of my mind how it was with them in their hearts; how they picked up and juggled the days and made them sparkle, or if they did.

They were in their late seventies and their lives were as quiet outside as one could imagine–as quiet as the snow or the rain or the rustle of trees in midsummer.

I would go home to where my wife and children were bustling and bickering, growing up and growing older, impulsively finding life filled with twists and turns and fascinating adventures.

I loved them and encouraged them. Life is to be lived, savored, salted, and consumed. But what do you dream about when you are almost eighty and have been in love for fifty years? Is not every avenue long ago explored, every lake sailed, every wave broken across a finite and decided shore, every star discovered?

Now and then my wife and I would take my father and mother on short trips. These trips excited but did not overwhelm my parents. They were pleased but not moved. "It's good to get home," my mother always said with a sigh, at last. My father said, "I don't sleep right in a bed that's not my own." "I sleep all right," my mother said, "but I eat too much."

"It's nice," I would observe, "to get away for a while. I mean, for the change."

"It's nice to get back," my father would say.

My father gets up at seven-thirty and takes a briefcase and goes for a long walk, all dressed up as if he were an attorney about to stage his most thrilling case. He goes to a downtown hotel and sits in the lobby and smokes a cigar. He likes it there in the lobby, early in the day.

After that he walks for miles through stores and shops and the public library. He knows many people, small people, or, I should say, working people: clerks, butchers, newsboys. He talks with them about the weather and the latest sports events. Then he buys a half-dozen doughnuts, puts them in his briefcase, goes home, and takes a nap.

My mother markets and plays canasta with her three girl friends once a week. Otherwise they watch television or listen to the radio. They never go to the movies.

So the life of my father and mother has flowed on, with me always wondering, "What do they think about? Do they

notice each other? Do they have strong emotions about each other? But how could they?" The blood has slowed down. The arms are inelastic. The eyes are dim. The fingers of my father which once rippled along a violin can barely make unpleasant squeaks on that instrument any more. My mother walks carefully, for her glasses do not focus properly where her feet meet the stairs and sidewalks.

Yet one morning I came on my usual call, bringing a New York paper, as is my custom, and some Cape scallops, which are a delicacy both my father and mother appreciate but cannot afford.

When I got in the apartment they were fighting.

Word Study

juggle, *v.* – to play tricks with/on
rustle ['rʌsl], *n.* – soft sound of things gently rubbing together
bustle, *v.* – to move quickly and excitedly
bicker, *v.* – to quarrel
wilt, *v.* – to lose energy, (here) to calm down
wistful, *adj.* – longing, yearning
sulky, *adj.* – silent and bad-humoured
slump, *v.* – to fall heavily (in a seat)
scrub, *v.* – to clean by rubbing
gnarled ['na:ld], *adj.* – twisted and crooked

2 **Work in pairs.**
Predict what might have caused the parents' fighting and what consequences are likely to result from this fighting. Explain your point of view, while sharing it with the other pairs.

3 **Read the next extract from the text and check your predictions. State how serious the matter they were fighting about was.**

Now this in itself was most extraordinary. They were bickering and shouting about some obscure matter. As I recall, it had something to do with an event some twenty-five years previously and they had different ideas as to how the event had turned out or where it had occurred, and the discussion got hotter and hotter. At first I was amused, and then I was alarmed. My father said, "That's the way you are, always so sure of yourself."

"I ought to know. I was there."

"I was there, too."

"Well, you don't remember then."

"My memory is perfect," my father shouted.

My mother said, "Don't shout at me."

"I'll shout at who I please."

"Not at me, you won't shout."

It went on like this with me standing there holding the scallops in my hand and wondering. They kept at it like newlyweds for about fifteen minutes. Finally my father got real angry and took his hat off the bed he sat beside and rushed out of the apartment slamming the door.

"Let him go," my mother said.

"I guess I'll have to. What were you fighting about?"

My mother shrugged. "I don't remember. He's just so stubborn. I keep hoping he'll outgrow it."

"If he hasn't now he never will."

"Well, he better. I won't put up with it much longer."

I sat around for a while, and then I put the scallops in the icebox. I was beginning to smell like Gloucester, Mass. I told my mother not to worry. She said, "Humph!" I left.

4 **Read the next passage and guess the meaning in context of the words and expressions in italics. Answer the question:**
Do you think the father could have deserted the mother for another woman? Explain why or why not.

Around dinnertime I began to wonder again, so I called up.

My mother answered the phone and said my father had not come home yet or called on the phone.

I *hopped on a bus* and went down to see my mother. She had wilted a little and *looked gloomy*. "I hope he doesn't do anything foolish," she said. "He's not a young man, you know."

"I know. I'll go *roam around downtown*. Maybe I can find him."

Now about ten years ago my father had been disconnected from the last real job he held. For the first time in his life he had decided to soothe himself with alcohol after which he became very talkative and a little belligerent.

After a while he had got over it and never touched the stuff again, not even at birthday parties or Christmas. Yet I had a notion he had probably gone off again, just like a young, *rebuffed lover*. It was rather amazing to think of him, at his age, being sulky and irritated with my mother and she, for that matter, being wistful and lonesome like a girl at her first quarrel. In a way *it was rather refreshing*. I did not think they had it in them.

At any rate *it had begun to pour rain*, so I began walking around the city, looking for my father.

Once or twice I thought *I had a glimpse of* him, but when I got in out of the rain, it was not he but some other sad old

character reeling about with a sad, silly grin on his face.

I began to worry. He is an old man, I thought. I must remember that.

At about eleven-thirty I gave up. Imagine, my father, almost eighty, having a fight with my mother and running away from home! With hardly a dime in his pocket, too, probably. Running away! I thought. At last I went home– or, rather, to my mother's place.

She was weeping gently now. "I believe he has really run away." She would stop weeping, square her shoulders, and say suddenly, "*I'll fix him.*" Then she would slump and weep some more.

I sat there with her, drinking tea, for a long time. We talked of all the old days. She spoke as if they were all over and my father *had deserted her for another woman.*

Phrases And Idioms

to be in one's early/late seventies – to be near to the beginning or ending of a period of time
to take a nap – to have a short sleep (during the day time)
to slam the door – to shut the door violently
to put up with – to endure something, bear patiently
to look gloomy – to look sad, depressed
to square one's shoulders – to straighten one's shoulders so that they form a right angle

5 **Find in the last 2 passages phrasal verbs that mean the same as the words in bold.**

1. She **telephoned** us as soon as she arrived.
2. Will you help him **to overcome** this tragedy?
3. When did they decide **to leave**?
4. He **entered** the room and without a reason started to shout.
5. We were sure she was right and would never **surrender** so easily.
6. Their parents left for Italy before school **ended**.

6 **Explain the mother's mood in this passage. How does her mood change? Cite the text to be more convincing.**

LISTENING

1 **Before you listen to the last part of the text, complete the sentences below with the words and word combinations you consider to be the most suitable ones. Explain your variant.**

a. Father said he had been to *(the shop, a movie, a restaurant, a friend of his).*
b. He handed mother a package. It was *(a box of chocolates, a brooch, a bottle of lotion, a watch, a pair of earrings).*
c. What a lovely *(watch, brooch, bottle),* mother exclaimed and she beamed.
d. To father, mother's *(eyes, cheeks, ears, hands)* have been the ones of a young woman, of a woman he loved.
e. Although they were gnarled and rough, mother's *(eyes, cheeks, hands)* were as velvet to father, and he wanted to keep them that way.
f. The son decided to go home as he was sure that his parents would *(quarrel again, prefer no company, make it up themselves).*

2 **Listen to the text and check how close to the text your predictions were.**

3 **Listen again, then:**

a. comment on the behaviour of each of the two parents.
b. say whether you approve or disapprove of their behaviour and why.
c. decide whether this is a common way of making it up or not.
d. suggest any other solutions which you think will work in similar situations.

4 **Match a word in column A with a word in column B to form pairs of either synonyms (S) or antonyms (A).**

A	B
1. to talk	a. finite
2. charming	b. sidewalk
3. unbounded	c. stubborn
4. overcome	d. to chat
5. to buy	e. wistful
6. pavement	f. talkative
7. taciturn	g. fascinating
8. contemplative	h. to market
9. obvious	i. obscure
10. docile	j. overwhelm

5 **Fill in with the correct article, if necessary.**

1. …arm in …arm they walked toward home. 2. … old couldn't help … young. 3. I believe I can tell … very moment I began to love him. 4. He was staring at … waves like … man cornered by … strange animal. 5. She doesn't know … man she is married to. 6. … coffee without … bread could never honestly serve as … supper. 7. … blood is thicker than … water. 8. My heart felt as heavy as … lead. 9. What … thing … courage is. 10. I trust you to tell me … bare truth, whatever it is.

6 **Change the form of the words in brackets to complete the sentences.**

Example: *She is making the usual* ***preparations*** *for Saturday hike now.* ***(prepare).***

a. It was so ... to see her there. (**surprise**)
b. The ... of the place scared them. (**quiet**)
c. Who is that ..., hot-headed fellow? (**adventure**)
d. Can you think of any other ... words? (**courage**)
e. The ... figure seemed to have shrugged when being asked whether he would like any ... . (**motion, fresh**)
f. A strong wind is one of the ... for the next 24 hours. (**probable**)
g. What are his arguments that could ... his alibi? (**force**)
h. There's something more than ... that makes her company ... and less ... . (**rough, please, prefer**)

7 **In the sentence "In a way it was rather refreshing", the word *rather* is an adverb. Its role in the sentence is that of an intensifier, that is, one expressing intensity, giving force or emphasis. Choose intensifiers from the right to fill the gaps and form meaningful phrases.**

a. I am ... sorry for being so rough.
b. You will receive a ... warm welcome.
c. His health has ... improved lately.
d. We were ... tired after having walked the whole distance.
e. She looks ... young for her age.
f. He is ... reliable, trust me.
g. It's ... easy to gain a victory after you have trained a lot.

rather
fairly
surprisingly
terribly
completely
considerably
incredibly

SPEAKING

1 **Exchange Opinions.**

a. The characters are given no names. Why? What does the son think about his parents' existence and how does he compare this with his own family life? How much does he know about his parents' relationship? Why does their quarrel surprise him?
b. How do the two parents behave towards one another? Is their behaviour characteristic or expected of a couple who are in their late seventies? Explain why.
c. How does mother treat father after he returns? How does she respond to the present he has brought? Do you think she forgave father's behaviour? Why do you think so?
d. Mother's hands are worn and rough from years of work. Does father observe this fact? Give evidence for your answer.
e. Father's love is as intense as it ever was. What does he really feel towards mother? How does he show this?
f. Why does the son visit his parents every day? Why does he think they would prefer no company after they had made up? What has the son learned from this day's experience?

2 **Think Critically.**

a. Is it really possible for elderly people to still find in each other sources of surprise and wonder? How do you know it?
b. Father's retirement seems to be an aimless period. What does retirement for the still-active person, as he is, mean?
c. Was the matter the parents quarreled about very important? Why did they keep at it as 'newlyweds'? Do you think people should quarrel on such trifles?

3 **Connect to Life.**

a. Do you think young couples should or shouldn't live with their parents? Why? What are the advantages and disadvantages of living together?
b. How often do you think affectionate children should visit their parents? Why?
c. What is an appropriate present children should take to their parents, or do you think that just talking to them is sufficient?
d. How do elderly people in your country enjoy their retirement? What choices do they have and what other activities are encouraged?
e. What would you do if you were the son? Would you feel the obligation to search, or would you assume father was mature enough to make his own decisions?
f. Do you believe that apologies for inappropriate behaviour should be accompanied by some kind of a special present? Why or why not?
g. Think of any other real-life situations similar to the one you have learned about in the story. Role-play them. As a class, discuss the solutions you have chosen to "make peace" in the family. Comment on them. Give your opinion and give reasons for thinking so.

1 **Figurative language is a creative way to describe a person, place, object, or event. It includes simile, metaphor, personification, etc. The use of creative language makes writing more exciting and interesting.**

A simile is a figure of speech comparing two unlike things. It is often linked by the words "like" or "as".

e.g.: The pie is as dry as a bone.

- They fought like cats and dogs.
- Her voice is as clean as a whistle.
- Life is like a box of chocolates.
- A relationship is like a shark.

A metaphor is a comparison made between things which are essentially not alike.

e.g.: Laughter is the music of the soul.
Her hope was a fragile seed.
Life: a lighted window and a closed door.

Personification is the giving of human qualities to an object, animal, or idea.

e.g.: Only springs are sighing deep. (M. Eminescu)
Sad storm, whose tears are vain,
Bare woods, whose branches strain,
Deep caves wail, for the world's wrong! (P.B. Shelley)

2 **Read the sentences and tell what figurative language each of them contains. Give reasons.**

1. The child's voice was as clear as the drops of dew.
2. Opportunity knocked at her door.
3. You are my sunshine.
4. My mother's hands are as soft as the nesting dove.
5. The sky misses the sun at night.
6. The wind yelled all night long.
7. All the world's a stage.
8. She is like a distant uncivilized tropical island.

3 **Find in the text examples of figurative language. Comment on them.**

4 **Write your own similes, metaphors and personifications about your mother's hands. Consider their age, softness, beauty, kindness, things her hands do, etc.**

Writing About the Short Story

Learner Training

Writing an analysis of literature requires two main skills, perceptive reading and careful writing. Analysis begins with an examination of:

a. **The setting.** Identify the setting and think about the way the writer introduces or describes the setting. Think about the importance of setting in the story and its effect on you, the reader. Detailed descriptions of the setting are not necessary.

b. **The characters.** Identify the main and the minor characters and their main qualities. Think about the situation in which the characters are involved, how they change and interact with one another, how they react to the conflict they face.

c. **The plot.** Think about the events that take place. Identify the rising action, the climax and the turning point of the action.

d. **The theme and the main idea.** Consider all the aspects of the story including the message about life or human beings the writer presents. Consider the title and what the writer might be trying to say.

e. **Follow the three main steps in writing:**

– **pre-writing** (identify the key words and gather details).
– **writing the first draft** (be sure your topic sentence addresses the issues raised and that the main idea can be supported by your prewriting notes).
– **revising** (check that your writing fulfills your purpose. Examine your writing for logical development of ideas. Look over your writing to make sure you have adequately supported your main idea).

5 **Fulfill one of the following tasks.**

1. Write an analysis of the story "*My Mother's Hands.*" Use the *Learner Training* rubric.
2. Write the story overview of the text *"My Mother's Hands"*.
3. Use the figurative language you have created in ex. 4 and write either a short poem, a short descriptive paragraph or a short composition of your own on the topic *"My Mother's Hands"*.
4. In about 230-250 words comment on the statements:
   a. "Age is not how old you are, but how old you feel". *Gabriel Garcia Marquez*
   b. "Age does not protect you from love but love, to some extent, protects you from age". *Jeanne Moreau*
   c. "Life is not measured by the breath we take, but by the moments that take our breath away". *George Carlin*

Culture and Civilization

1 **Before reading, based on the title, and the pictures below, say what you think this text is about. What limitations does your school have because of its distance from the capital city? How well does the Internet and social media work in your school?**

2 **Read the text. Identify the problems that Australia had to face when developing this idea.**

Learning at the Speed of Sound – The School of the Air in Australia

By Tim Schneider

Australia is not only a country, but it is its own continent as well. And, while most of the population of Australia lives near its magnificent coastlines, there are huge areas in the interior of Australia where ranchers and indigenous people live and work. This area is so vast that traditional schools are not always practical; it may take hours for a pupil to travel to and from school each day. So, what do young people in need of an education do? They learn over the airwaves.

Started in 1959, the Alice Springs School of the Air, was created to allow students too far away from a school to have an opportunity to learn and vocally interact with teachers and other students via radio, though hundreds of kilometers apart. The school now has over 120 pupils in 12 grades, with 14 teachers in attendance.

In the past, materials on a wide variety of topics such as English, Mathematics, Sciences, History and Social Studies, were flown or driven out to the students. Every day, at a specific time, the students would call in on their two-way radios and discuss their lessons with their teachers and classmates that they could also reach by radio.

With the creation of the Internet, the School of the Air is much more interactive, visual and interesting. Teachers create presentations, send them via e-mail and the students can now attend school via live video feed.

A typical day for students in these remote areas is to wake up at dawn to help their families with chores, come back in around 7 a.m. for breakfast, and by 8 a.m. classes start. There are about 7 classes throughout the school day, each lasting from half an hour to 45 minutes. Students discuss the topics with their parents at home and with classmates via social media, and homework is assigned with every class.

If there are enough students in a given area, pupils will meet once a year at one student's house to have a mini school. This gives them some time to practise sport, get to know their classmates in person, and do hands-on activities such as arts and crafts.

You may be wondering, how parents and teachers communicate for those dreaded parent-teacher discussions. A couple of times a year, the teachers drive out to spend a day with the students and to talk with the pupil's parents about any issues s/he may be having with school. Additionally, students and parents have access to teachers via a toll-free telephone number.

So, how do these "schools" compare to traditional schools? Experts and statistics show that marks and test scores from students who attend the school of the air are equal to or greater than those of their counterparts in traditional schools in Australia. To save money and direct classes to the interests and needs of individual students, maybe in the future, all students will be learning at the speed of sound.

Word Study

rancher – a person who owns or works on a ranch, a large area of land usually devoted to raising sheep or cattle
indigenous people – native people of a country protected by law because of traditional ties to an area
remote – located far from the main centers of population
counterpart – a person or thing that is equivalent

3 **With a classmate, create a strength and weakness chart and from the information you've read in the text, list the strengths and weaknesses of the Australian School of the Air system. Then make a similar chart for your school system.**

READING

The Cost of a Snog -

Cultures view public displays of affection from different perspectives.

As the song goes, "Birds do it. Bees do it. Let's fall in love." As old as history records, people have been falling in love, and a great deal of modern research clearly shows that that fall is helped along with demonstrations of physical affection such as kisses, hugs, or the holding of hands. But, while most of the Western world is relatively okay with public displays of affection, it is considered in poor taste in some countries and even an arrestable offense in others.

Word Study

fall in love – phrasal verb – to become romantically attached to another
public displays of affection – physical affection performed in public
in poor taste – not suitable; improper or offensive
arrestable offense – criminal act that is punishable with time in jail
snog ***(UK, informal)*** – kiss
discreet – careful and unwilling to take risks
overt – public and unhidden

Read the following texts about attitudes toward public displays of affection, and match them with the countries which have these viewpoints.

1. Minimal snogging and holding hands is tolerated in young people, but this country has a reputation for being more discreet.

2. As long as the affection is not overly sexually explicit, nor between same-sex individuals, this country welcomes public displays. In fact, a major part of the marketing campaigns in this country "sell" with sex.

3. Despite having the world's largest population, physical affection is considered very private in this country. Many children here have never seen their parents kiss or hold hands.

4. While same-sex affection is permitted in this heavily populated country, public physical affection between men and women is considered unacceptible, with many being arrested for kissing in public.

5. In this the most populous Muslim country in the world, public displays of affection are considered taboo, and can carry a maximum sentence of 5 years in jail and a fine of nearly $30,000.

6. People are more likely to bow to each other in this country than to give each other a hug or kiss to say hello or goodbye. To show overt affection in public here is considered embarassing both to the individuals involved and their families.

a. Indonesia; b. China; c. England; d. Japan; e. The United States; f. India

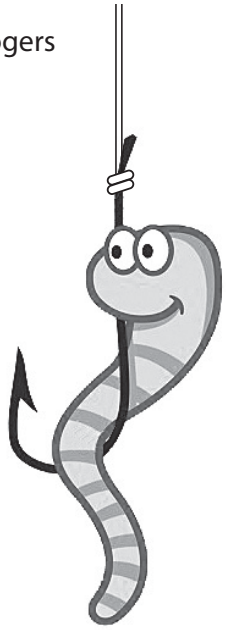
WRITING

While many couples in love want to be free to show affection to each other in public, what societal pressures and responsibilities are found in Moldova to keep the displays from being overly explicit? What traditions or rules does your school, your community or your family have about showing affection in public? Write a minimum of 250 words to answer these questions.

Writing Skills Development

Writing an Introduction

You never get a second chance to make a good first impression.
Will Rogers



DISCUSSION POINTS

1 **Read the following introductions aloud. Analyze them as to how interesting they are, and whether they would lead to further conversation or not.**

1. Hi, my name is Irina.
2. Hi, my name is Irina, and I want to say that writing is important.
3. Hi, my name is Irina, I'm from Chisinau and I really enjoy being a photorapher, meeting new people and studying foreign languages.
4. Hello, I'm Irina Bogata, a graduate of the Theoretic Lyceum, Spiru Haret in Chisinau, and I'm here today to better understand the steps I need to take to improve my writing skills.
5. Hello, my name is Irina Bogata, and last year my boss gave me a large raise in salary because of my writing skills.

Which of these introductions makes you want to read more? Which one seems conversational? Which one gives too much information? Which of these introductions seems just right for you?

READING

Learner Training

What is a "hook"?

Startling Statement – Schools and teachers cannot guarantee a great education. This is something that parents and the students themselves must do.
Terrific Quote – "In school, you're taught a lesson and then given a test. In life, you are given a test that teaches you a lesson." - Tom Bodett (*Quotes can be from literature or other sources, but must always be cited.*)
Rhetorical Question – Who actually decides when a student has "just the right amount" of education?
Shocking Statistic – The government of Moldova spends 20% of the national budget on education; more than any other European country.
A Brief Personal Reference – I'll never forget the first time I received a 10 on an English essay. It completely made my week!

One of the most important things to remember when writing an essay, is to consider your audience. Who is going to read your essay, and how do you want to represent yourself to that reader? Whenever we start an essay, we want to grab the reader's attention immediately, and cause them to want to read more. This is called writing a "hook." Hooks can be anything that stimulates the reader's interest, and they are essential to good essay writing. A word of advice: a hook must be related to the topic that you are writing.

1 **Now, it's your turn. On the topic *"Ironically, many experts believe that social media is only making today's students antisocial. Do you agree or disagree with this?"* Write 5 hooks that you believe to be a terrific way to start your essay.**

Introductory words and phrases – The following can be a great way to start a paragraph or an essay: *To begin with; To illustrate; First; The first thing we should examine; Especially for; ... is in particular; I particularly focus on; To illustrate my point; A good example is; For example; By way of example; Including; Notably; On the one hand; Let me start by saying... .*

NB: Most of these introductory phrases and words require a comma to set them apart from the rest of the sentence. Example – First, when discussing the types of schools that we would all like to attend...

Thesis Statement – If a hook captures the reader's attention, then a strong thesis statement is the guide that tells the reader what your essay is about, gives them something to anticipate and structures the rest of your essay. It should be focused and debatable, should pick a side and show the reader what you will write about. Because your thesis statement must pick an argument, it is almost always used for persuasive essays.

2 **Answer the following questions about the thesis statement on the right.**

1. What is the focus of the essay based on the thesis statement?
2. Is it debatable? Which side of the debate does the essay take?
3. Write a brief outline showing the structure of this essay. What ideas will the writer discuss?

Thesis - A good education should be the principal concern of any great society, as it will create future leaders, ensure a more intelligent workforce, and help develop critical thinking to resolve that society's future issues.

3 **Match an essay topic to the one of the following thesis statements.**

1. "Moldovans should carefully regulate their consumption of salt, sugar and fatty foods, as these lead to preventable and expensive health issues, such as diabetes, obesity, and heart disease."

2. "Picking up garbage in our neighbourhood is a nice thing to do, but it is also necessary to create better relationships with your neighbours, as well as a more sanitary environment, and a more stressfree place to live."

3. "School lunches should be required for students as they contribute to better learning, fewer absences, and more active students."

4. "How we treat our parents is a direct reflection on how we interact as individuals in society. By showing respect for our elders, assisting in household work, and working to understand the lessons our parents teach us, we become better citizens of the larger community."

a. What can you do to effect change where you live?
b. Education is more than just reading, writing and doing sums.
c. What responsibilities do you have as a citizen of the world?
d. You are what you eat.

WRITING

Write two different introductory paragraphs based on the following "prompt". Be sure that you use a strong hook and thesis statement. You may not use the quote below as your hook.

"The nation that has great schools has a bright future." Otto von Bismark – What is the connection between education and the future?

Round Up

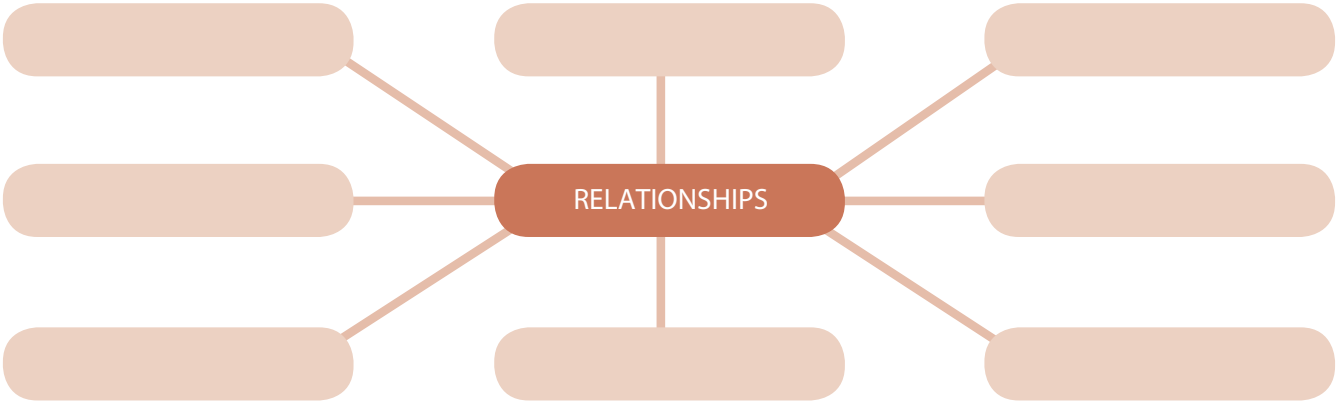
1 **Match the following words or phrases to their definitions.**

moth	tongue of fire
snog	short sleep during the day
flame	to fall heavily
in poor taste	to clean by rubbing
rustle	longing, yearning
to take a nap	careful
scrub	insect like a butterfly
slump	improper, offensive
wistful	kiss
discreet	soft sound of things rubbing

2 **Find antonyms for the following words.**

1. gnarled – a) beautiful; b) straight; c) sunny; d) twisted
2. sulky – a) dark; b) moody; c) cheerful; d) sleepy
3. overt – a) private; b) open; c) angry; d) sad
4. wilt – a) bow; b) revive; c) kneel; d) faint
5. bustle – a) trudge; b) speed; c) whisper; d) dance
6. gorgeous – a) hungry; b) pretty; c) picturesque; d) ugly
7. daybreak – a) sunset; b) breakfast; c) dawn; d) birthday
8. bicker – a) quarrel; b) agree; c) hit; d) bargain
9. responsible – a) obligated; b) careworn; c) carefree; d) smart
10. gloomy – a) bright; b) cloudy; c) smooth; d) sad

3 **Using a spidergram, write as many words as you can find that you associate with relationships.**



4 **You've heard of phrasal verbs, but below are some phrasal adjectives to help you describe yourself or others. Use a dictionary to match the following sentences and the phrasal adjectives that would work there.**

1. wishy-washy	a. He has a mind that is ...
2. in the loop	b. I never see her get upset. She's ...
3. as sharp as a tack	c. I think Tom's had enough with the situation. He's ...
4. at a loss for words	d. I'm so tired from work. I'm ...
5. at a standstill	e. Their show was well synchronized. They're ... with each other.
6. in a daze	f. She can't make a decision. She's so ...
7. dead on my feet	g. Gary will never change; he's ...
8. on the cutting edge	h. Are you ... about the project?
9. cool under pressure	i. They halted the project. It's ...
10. fed up with	j. Sally always knows about the latest technology. She's ...
11. in step with	k. I really don't know what to say. I'm ...
12. set in his ways	l. After the final test, my mind is ...

5 **Rearrange the words to form quotes.**

yourself/isn't/finding/Life/about/about/./creating/Life/./yourself/is

George Bernard Shaw

original/known/Nothing/am/everyone/the/ever/I/I've/of/is/me/././of/effort/the/is/combined

Chuck Palahniuk

may/are/not/,/what/but/know/what/we/We/./be

William Shakespeare

6 **Choose one of the quotes from exercise 5, and write a great introduction including a hook and a thesis statement. Don't write a full essay, but write an introduction to an essay stating what the author of the quote means by it, and whether you agree or disagree with the quote.**

7 **Fill in the blanks of the poorly written job enquiry letter below with the appropriate article (a, an, the, or --).**

1. To whom it may concern, I am very interested in ... position you posted in ... Daily Times.
2. You state that it is ... great job with ... terrific benefits.
3. I think I am ... perfect person for this kind of ... work.
4. I am ... kind of person who enjoys ... small things in ... life.
5. I spend ... time with ... my family and friends and my two dogs, and am ... interesting fellow.
6. In short, I am ... hard worker with ... abilities in many domains.
7. About salary, I'm looking for ... average salary, and if ... terrific benefits you mentioned include ... health insurance, I will be ... happiest man in ... world.

8 **Circle the correct form of the adjective for each sentence.**

1. You are (the smartest/smarter/smart) girl in the class.
2. Johnny is (comfortabler/more comfortable/comfortable) in his room than at school.
3. My sister is (the sillyest/silly/the silliest) girl I know.
4. Frank did a (badder/worser/worse) job on his test than you did.
5. This picture looks (better/more better/gooder) than the other one you painted.
6. It was (sunny/the sunniest/sunnier) today than yesterday.
7. The universe is (vast/vaster/the vastest).
8. Her dreams are (interested/interesting/interestingest).
9. Tim is (boring/more boring/bored) with his class.
10. Personally, I think I am (more good looking/the best looking/much better looking) than Tom.

9 **Put the following questions into the proper order.**

1. long/been/you/studying/how/university/have/at ?
2. already/had/you/have/dinner/your ?
3. much/you/at/how/experience/gained/have/school ?
4. arrive/Jonathan/when/finally/did ?
5. he/you/exactly/did/say/what/to ?
6. shopping/you/milk/when/last/did/go/for ?

10 **Use the proper form of the verbs in parenthesis.**

Last week, my best friend Ion 1. (have) a birthday party. He 2. (invite) all his close friends, and we 3. (go) to the forest. Because Ion 4. (not have) barbecue for a long time, we 5. (decide) that it 6. (be) what we 7. (prepare). While Janice and Sally 8. (look) for wood to start the fire, Bob and I 9. (unload) the car. By the time we 10. (set) out all the food, someone 11. (already/start) the fire, and it 12. (burn) really well. The smell of the barbecue13. (make) everyone very hungry, and it 14. (must smell) very good because suddenly, from out of the woods we 15. (hear) grunting and heavy footsteps. We 16. (look) up to see a huge bear! And, at that moment, he 17. (ramble) toward us. I wish I 18. (can say) that we 19. (be) brave, but we all 20. (run) away.

11 **Choose a classmate or a close friend and write an introduction for this person. Be sure to include details that describe this person's interests and hobbies.**

Test One

"One child, one teacher, one pen and one book can change the world."

Malala Yousafzai

A. Read the text attentively and complete the tasks:

Bored teens around the world complain that they have nothing to do, that school feels like dull drudgery, and they have too much homework. Too often, they complain about the problems in the world, but feel they are incapable of doing anything about it. But that isn't the case everywhere: Meet Malala Yousafzai, who, at the age of 17, is the youngest winner of the Nobel Peace Prize for her fight against the oppression of the rights of young people and especially the right to education for girls.

Born in 1997, and raised in the Swat Valley of Northwest Pakistan, Miss Yousafzai's family ran a chain of schools, so education was very important to her. But, it became even more so when in early 2009, as she was turning 12, the Taliban (a Muslim extremist group), because of religious beliefs, banned all girls from going to school. Fluent in English, Yousafzai turned in anonymous handwritten notes to a BBC reporter who posted them as a blog. This blog, which was the start of her fame, shared her feelings and thoughts as the Taliban moved throughout Pakistan, closing schools and mandating that girls must stay at home, uneducated.

Yousafzai's prominence rose after an American journalist made a documentary about her a year later. Following newspaper and television interviews in which she continued to advocate for education rights for all children, she was nominated for the International Children's Peace Prize by South African activist Desmond Tutu. In October, 2009, after numerous death threats, Yousafzai was shot in the face by a Taliban gunman while on a school bus heading to school. This assassination attempt ignited outrage and national and international support for Yousafzai. Suddenly, this teenager and her views about the importance of an education for all children, were in the spotlight.

After her recovery and reconstructive surgery on her face, Yousafzai believes that guns have absolutely no power. Believing in her own abilities to effect change for the rights of girls and women in Pakistan and throughout the world, Miss Yousafzai aspires to enter into politics. Now, an international celebrity, she gives frequent presentations and interviews in which she uses her personal example to inspire young people to take on the responsibility for the changes that they want to see in their world, and insists that education is the weapon that can make those changes happen.

Certainly, Miss Yousafzai is anything but a bored teenager complaining about school. Instead, she values her education and uses it to transform her world.

1 **State whether the following sentences are true or false and support your answer with evidence from the text.**

	True	False
A. The Taliban is very supportive of education for all young people.	☐	☐
B. Malala Yousafzai believes that education can bring change.	☐	☐
C. Yousafzai received international attention because of her good marks.	☐	☐

2 **Write an appropriate title for the text. Use a complete sentence.**

3 **Write a short paragraph (6-7 lines) to explain what the phrase, "Education is the weapon that can make those changes happen" means?**

4 **Answer the following questions in your own words.**

A. How did Miss Yousafzai begin to draw attention to her situation?

B. Why did she receive death threats?

C. How did Yousafzai overcome physical adversity and sexual discrimination?

5 **Use the text to find synonyms to the following words.**

A. shooter; B. hard work;	C. protest; D. importance;	E. multiple; F. obligating;	G. in the awareness; H. lit;	I. boring; J. battle.

6 **Write a paragraph stating what you know about the way in which Americans greet each other in business and school situations. Give three examples.**

7 **Write an introductory (only) paragraph to start an argumentative/ persuasive essay about the responsibility humans must take in our personal relationships. Include a hook and a thesis statement.**

Self Assessment

B1+ PORTFOLIO European Language Européen des Langues

Listening	Yes	No	Improve
I can understand people's relationships from what they discuss in a dialogue.			
I can speak about a movie after watching it.			
I can fill in the gaps in dialogues with words about personal interests.			
Reading			
I can identify ideas and look for special information in a text on responsibilities.			
I can read and understand a dialogue when people speak about themselves, their likes and dislikes.			
I can read, understand and discuss imagery poems in English if they are short.			
Speaking			
I can describe incidents using the verbs in correct tense forms.			
I can speak about my personal values, interests and hobbies in detail.			
I can exchange opinions in a discussion about people's relationships.			
I can exchange ideas about my school culture and relationships in society.			
Writing			
I can write an introduction to an essay.			
I can write a short story identifying its elements.			
I can write about things I agree or disagree with bringing 3 reasonable arguments.			

2 UNIT CULTURAL UNITY AND VARIATION

Lesson 1

The Significance of Culture

A nation's culture resides in the hearts and in the soul of its people.
Mohandas Karamchand (Mahatma) Gandhi (1869 – 1948)

DISCUSSION POINTS

1 **As a class discuss what each photo shows. What is the connection among these photos?**

2 **What do you like most of all about our country and our culture? What values are represented in the ethnic customs and traditions practised by people in our country?**

3 **Discuss why it is important for everyone to cherish a country's cultural assets.**

SPEAKING

1 **This opinion poll is designed to help you think about your personal feelings and philosophy about cultural values and attitudes. Please rank each statement from 1 to 6. 6 means that you strongly disagree with the statement. 1 means that you strongly agree with the statement. Give reasons.**

a. There is a belief that every person should have a voice in the political destiny of the country.
b. Competition is superior to cooperation as a means of achieving excellence.
c. Women belong in the kitchen and with children, not at election rallies or in the Speaker's chair.
d. A child should be allowed to make mistakes and learn the natural consequences of misbehaviour.
e. Our own group is the centre or axis of everything, and we should scale and rate all others with reference to it.
f. If we hope to understand another culture, we need to put ourselves in the place of its people and grasp reality as they perceive it.

2 **Work in small groups. Compare the definitions of culture given in the *Info Box* and discuss the differences and similarities between these key cultural concepts. In your own words, explain what part culture plays in a country's social life.**

Info Box

Culture is the set of shared assumptions, values and beliefs of a group of people by which they organize their common life.
Gary Wederspahn

Culture refers to the *total way of life* of particular groups of people. It includes everything that a group of people *thinks, says, does,* and *makes* – its *systems of attitudes* and *feelings*. Culture is *learned* and *transmitted* from generation to generation.
L. Robert Kohls

1 **Read the following text and explain why culture is indispensable to human society. Give reasons. The following phrases may be helpful:**

The title of the excerpt shows that…; the text deals with…; the text shows that…; judging by this we can say that…; the point of the reading is…; the attraction of this reading lies in the fact that…; the end of the reading is suggestive enough because… .

2 **Match the images below with some elements of culture described in the text:**

3 **Find in the text boldface words that correspond to the following descriptions:**

a. causing or deserving strong dislike or hatred;
b. the community of people living in a particular country or region and having shared customs, laws, and organization;
c. a person who behaves in a way that most people consider to be not normal or morally correct;
d. a general rule, principle, or piece of advice;
e. a simple object (such as a tool or weapon) that was made by people in the past.

The Elements of Culture

Culture refers to the social heritage of a people. Culture is composed of nonmaterial culture – abstract creations such as values, beliefs, symbols, norms, customs, and institutional arrangements – and material culture – physical **artifacts** or objects such as painted pottery, coins, stamps, altars, Singer sewing machines, etc.

Culture is essential to all humankind. In a human **society** culture supplies its members with a set of common **guidelines** that tell them what to say and do. In so doing, culture binds separate lives into a larger whole. Only by sharing similar perspectives can people fit their actions together.

Culture consists of a number of elements, such as *symbols, language, norms, and values*.

A symbol is a metaphorical object or image that stands for something else, especially a material object representing something more abstract. Symbols take the form of words, sounds, gestures, objects, such as flags, medallions, tattoos, paintings, religious icons, badges, clothing, etc. as well as visual images and are used to convey various ideas and beliefs. A ring, especially a band of gold, for example, represents faithfulness and fidelity: "With this ring, I thee wed."

Language is perhaps our most distinctive and complex achievement as human beings. Language enables people to learn, experience, and share their traditions and customs.

Norms include *folkways* and *mores*. A *folkway* is a way of thinking, feeling, or acting that is common to a given group of people. Folkways are the habitual and customary ways by which the members of a group do things. Examples include shaking hands when introduced, holding the door open when someone is coming along behind you, and so forth. The term "*mores*" refers to the norms set by society. Individuals who do not follow social mores are often considered social **deviants**. Such violations of mores as murder, theft, rape, treason, and child molestation bring strong disapproval and severe punishment in countries all over the world. The violation of some mores is deemed so **abhorrent** that they take on the properties of a *taboo*.

A society's mores are an important source of *laws*. A law represents the whole system or set of rules made by the government of a town, state, country, etc. People who are supposed to obey the law also need to know their rights under the law.

Values are abstract ideas of what is desirable, correct, and good that most members of a society share. Values supply conceptions whereby we evaluate people, objects, and events as to their relative worth, merit, beauty, or morality. Where values are shared, taken seriously, and invested with deep emotional significance, people are moved to make sacrifices, even to fight and die to preserve them.

(Adapted from The Social Experience: An Introduction to Sociology, by James W. Vander Zanden)

4 **Find the words in the text to complete the list of synonyms.**

a. birthright, estate, inheritance, legacy, patrimony
b. criterion, model, pattern, rule, standard, type
c. conviction, notion, opinion, presumption, view
d. emblem, image, logo, representation, sign, token
e. ban, interdiction, prohibition, proscription

5 **Memorize the following:**

to obey the law; to consist of; to take the form of; to convey ideas and beliefs; a way of thinking; a set of rules; to make sacrifices; to follow social mores.

Use the above collocations in sentences of your own.

6 **Fill in the gaps with the necessary prepositions.**

1. Webinars **refer** ... seminars that are conducted online.
2. We have learned in school that atoms are **composed** ... neutrons, protons and electrons.
3. It is important that workers at construction sites should be **supplied** ... enough building materials.
4. Such a casual attitude is **common** ... most young men in that neighbourhood.
5. Deviance, or the **violation** ... social norms, can be identified easier than the norm itself. For this reason, deviance frequently provides a tool to learn about norms.

7 **Comment upon the forms of the infinitive. Translate the sentences into your native language.**

a. **To understand** different values and behaviour change, we should approach them judiciously.
b. A lot of people are very conscious that "time is money," and therefore **not to be wasted**.
c. He was very sorry **not to have helped** his mother when she was ill.
d. It seemed **to have been snowing** for ages.
e. They must **be travelling** in the south.
f. He was very happy **to have been taught** by such outstanding teachers.

8 **Use the appropriate form of the infinitives in brackets.**

a. We are doomed *(to carry/to be carried)* our complete load of cultural baggage wherever we go.
b. The theatre is said *(to be preparing/to prepare)* a new production of "Othello."
c. *(To make/to be made)* new friends in a foreign country is to learn more things about it.
d. I am sorry *(not to have been present/not to be present)* at the meeting.
e. He must *(forget/have forgotten)* about his promise to come and see us.
f. That woman is still waiting. She seems *(to have been waiting/to be waiting)* for them for over two hours.

LISTENING

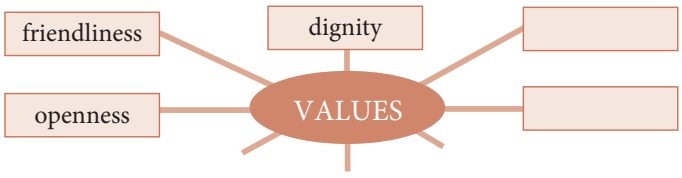
1 **Before listening to a legend about the life history of a powerful Chief of a tribe of American Indians and his daughter Pocahontas, match the following words to their synonyms:**

1. settler	a. to embark
2. to pardon	b. to transform
3. to board	c. to bring into being
4. to convert	d. colonist
5. to found	e. to absolve

2 **Listen to the legend and discuss these questions:**

a. When did English settlers found Jamestown Colony?
b. What did Powhatan look like?
c. How did Pocahontas save Captain Smith's life?
d. Why did the English settlers make Chief Powhatan king of the territory?
e. Why did conflicts between the Indians and the white men occur?
f. How did the English recover the goods that the Indians had taken from them?
g. How was one of America's most respected families – the Randolphs of Virginia – founded?

3 **Listen again and complete the spidegram below. Discuss what values are set forth in the legend.**



WRITING

Consult the *Writing Skills Development* rubric (pages 20-21) about how to write an introduction to an essay and begin the writing with one of these topics in mind.

Culture and Human Rights Culture and Human Relations Cultural Heritage

After completing the task, reread your introductory paragraph and identify the hook(s) and the thesis statement. Are the hook(s) and the thesis statement strong? Do the relate to the topic you are writing about?

Lesson 2

On Cultural Diversity

"If we cannot end now our differences, at least we can help make the world safe for diversity."
John F. Kennedy

DISCUSSION POINTS

1 **Identify characteristics of culturally different groups and discuss them in small groups.**

2 **As a class, discuss the issue of cultural unity and variation. In what ways are all cultures similar? How are they different?**

READING

1 **Read the poem "We and They" by the well-known English writer Rudyard Kipling. Scan the poem and get ready to discuss how it tackles the issue of cultural diversity.**

We and They (1926)

by Rudyard Kipling, abridged

Father, Mother, and Me
Sister and Auntie say
All the people like us are We,
And everyone else is They.
And They live over the sea,
While We live over the way,
But – would you believe it?
– They look upon We
As only a sort of They!

...And They who live up a tree,
And feast on grubs and clay,
(Isn't it scandalous?) look upon We
As a simply disgusting They!

...They like Their friends for tea.
We like Our friends to stay;
And, after all that, They look upon We
As an utterly ignorant They!
We eat kitcheny food.
We have doors that latch.
They drink milk or blood,
Under an open thatch.
We have Doctors to fee.
They have Wizards to pay.
And (impudent heathen!)
They look upon We
As a quite impossible They!

All good people agree,
And all good people say,
All nice people, like Us, are We
And every one else is They:
But if you cross over the sea,
Instead of over the way,
You may end by (think of it!) looking on We
As only a sort of They !

Word Study

grub, *n.* – 1. larva of an insect; 2. *(sl)* food
latch, *n.* – a metal bar with a catch and lever used for fastening a door or gate; *v.* – fasten (a door or gate) with a latch
thatch, *n.* – a roof made of plant materials
heathen ['hi:ðn], *n.* – (*pl* without *-s* when used with *the)* 1. believer in a religion other than the chief world religions; 2. person whose morals, *etc* are disapproved of; wild, ill-mannered youth

2 **Comment on the following:**

1. What words does the author use instead of "magician", "uneducated", "to eat to one's heart's content" and "unbelievably improper"?
2. What is meant by "we live over the way"?
3. Find lines that contain hyperboles.
4. Find in the poem lines that draw out differences between the two different lifestyles led by the two families depicted by the author.
5. What lines in the poem suggest that one nation or culture is not necessarily better than another?
6. What words does the poet use to contrast the speaker's culture and other cultures?
7. How do the lines in the last stanza minimize these contrasts?

3 **What feelings and attitude does the last stanza suggest? Select from the following:**

Submission	Joy	Compassion
Sadness	Hate	Contempt
Regret	Empathy	Warmth
Courage	Awe	Love
Trust	Lust	Affection
Fear	Optimism	Attachment

4 **Explain:**

1. What do you think the speaker thinks of his culture and foreign cultures?
2. Tell in one sentence the picture this poem gives you.
3. What is the overall message of "We and They"?

Introducing the Author

Millions of children have spent happy hours with Rudyard Kipling's *The Jungle Books* and *Just So Stories* about the land and people of India long ago. Kipling was a master storyteller.

Rudyard Kipling (1865-1936) was born on December 30, 1865, in Bombay, India. His father was professor of architectural sculpture at the Bombay School of Art. In 1871 Kipling was sent to England for his education. In 1878 Rudyard entered the United Services College at Westward Ho!, a boarding school in Devon. In 1882 he returned to India, where he worked for Anglo-Indian newspapers as a journalist. In 1889, Kipling returned to England. In 1892, Kipling married Caroline Balestier and settled in Brattleboro, Vermont, the USA, where he wrote *The Jungle Book* (1894) and *"Gunga Din."*

His literary career began with *Departmental Ditties* (1886), but subsequently he became chiefly known as a writer of short stories. A prolific writer, he achieved fame quickly. Kipling was the poet of the British Empire and its yeoman. He glorified the common soldier in many of his works, in particular in *Plain Tales from the Hills* (1888) and *Soldiers Three* (1888), collections of short stories with roughly and affectionately drawn soldier portraits. In 1894, Kipling became very popular with the publication of *The Jungle Book* and *The Second Jungle Book. The Jungle Book* would become Kipling's best-known work, and would also inspire the American author Edgar Rice Burroughs to create the famous fictional character Tarzan. *Kim* (1901), the story of Kimball O'Hara and his adventures in the Himalayas, is perhaps his most felicitous work. Other works include *The Second Jungle Book* (1895), *The Seven Seas* (1896), *Captains Courageous* (1897), *The Day's Work* (1898), *Stalky and Co.* (1899), *Just So Stories*(1902), *Trafficks and Discoveries* (1904), *Actions and Reactions* (1909), *Debits and Credits* (1926), *Thy Servant a Dog* (1930), *Limits and Renewals* (1932) and others. During the First World War Kipling wrote some propaganda books. His collected poems appeared in 1933.

Kipling was the recipient of many honorary degrees and other awards. The author received the honorary Nobel Peace Prize in Literature in 1907 and became the first English writer and the youngest recipient to have received the award till this day. In 1926 he received the Gold Medal of the Royal Society of Literature, which only Scott, Meredith, and Hardy had been awarded before him. Kipling became friends with a French soldier whose life had been saved in the First World War when his copy of *Kim*, which he had in his left breast pocket, stopped a bullet. The soldier presented Kipling with the book (with bullet still embedded) and his Croix de Guerre as a token of gratitude. They continued to correspond, and when the soldier, Maurice Hammoneau, had a son, Kipling insisted on returning the book and medal.

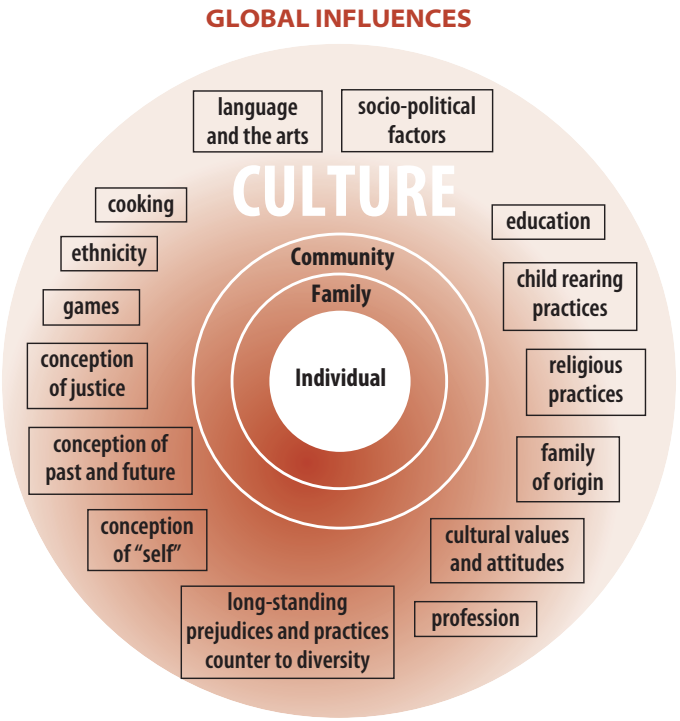
In 1995 his poem *"If .."* was voted England's favourite poem.

He died on January 18, 1936. Kipling's ashes were buried in Westminster Abbey in Poets' Corner next to the graves of Thomas Hardy and Charles Dickens. His autobiography, *Something of Myself,* was published in 1937.

SPEAKING

1 **Examine the model of multicultural understanding presented below and perform the following tasks:**

1. **Identify and describe ways in which families, groups and communities influence the daily lives and personal choices of individuals.**
2. **Explore and describe similarities and differences in the ways groups, societies and cultures address similar human needs and concerns.**



2 **Decsribe ways in which language, stories, folk tales, music, and artistic creations serve as expressions of culture and influence the behaviour of people living in a particular place.**

3 **Work in pairs. One of the pupils will change identity into an interviewer. He/she should ask his/her partner questions about difficulties someone might encounter while adjusting to life in a foreign country. The interviewed person should pretend to be a globetrotter who knows almost everything about other cultures. He/she should try to reply the questions as correctly and convincing as possible. After exactly two minutes the interview role-play must be stopped. After that, the next pair of pupils should start playing their role-play.**

Here is a list of questions that can be asked and answered while sharing your cross-cultural experiences. Feel free to add some other questions to the given list.

1. What are some really interesting things you have learned about other cultures that you would like to share?
2. What have you learned about your culture from an outsider that was interesting or curious to you?
3. "Culture shock" and "reverse culture shock" are terms used when facing adjustment challenges in moving to new countries or back home. Have you experienced a "culture shock" and/or a "reverse culture shock"? Please share one or two examples.
4. Some experts in the domain of cross-cultural communication consider that people can ease culture shock by learning about the language and customs before they go to the new culture. Express your opinion about this statement. Give reasons.

4 **Look up and write out the definitions of the notions given below. Explore the way they have affected the development of humankind throughout centuries. How could at least some of these actions be avoided?**

Xenophobia, racial discrimination, segregation, apartheid, ethnocentrism, assimilation, racial stereotyping

LISTENING

1 **Work individually. You are going to hear Erica Ward, an American senior, talking about her family history. Before you listen, write down some questions to which you would like to get answers.**

2 **Think of Erica's family roots. Make predictions about her nationality and the origin of her ancestors.**

3 **Listen and complete the chart below. Were your predictions in exercise 2 right?**

Nationality Groups	
Racial Groups	
Religious Groups	
The Origin of her Ancestors	

4 **Now listen again and name the ethnic groups from which Erica descends.**

WRITING

With a partner, prepare a brief magazine article about the issue of intercultural dialogue. You will need to collect ideas and examples to support your own point of view. Display the article on the class notice-board. Discuss the articles as a class.

Lesson 3

Why Equal Chances?

"…gender equality is critical to the development and peace of every nation."
Kofi Annan

DISCUSSION POINTS

1 **Read the above quotation.**

a) Discuss what the term *development and peace of every nation* means according to this quotation.

b) Discuss what the term *equal participation* of men and women means in your culture.

2 **Supply answers to the following issues raised. Explain your answers.**

a) Based on your previous knowledge, give an appropriate definition to the term *gender*.

b) Compare your definition of the term *gender* with the definition given by your teacher.

3 **Look at the pictures on the left.**

a) Compare the two pictures and your descriptions of what is happening in each. Discuss the similarities and differences in your observations.

b) Conduct a class poll to find out whether the whole class agreed on a gender bias for any of the jobs.

SPEAKING

1 **Use the Gender Equity of Chances Model given below to describe the level of equity for the roles and responsibilities in the model. The level of equality can be stated as:**

N = negative (one gender alone is responsible)
L = low (one gender is primarily responsible)
M = medium (unequal sharing of responsibilities)
H = high (equal sharing of responsibilities)
B = balanced (neutral)

Gender Equity of Chances Model

	Women/Girls	Men/Boys
Roles Productive Reproductive Community		
Responsibilities Household Family Child Care Society		
Opportunities Employment Health-related Education Political Power Culture		

2 **Discuss the following:**

a) Give examples of stereotypical behaviour displayed by males and females in both family and educational situations in your culture. Choose one example of this stereotypical behaviour that you would like to change.

b) Is this behaviour supported by tradition, religion or laws? How can you alter some beliefs and/or laws to change this stereotypical behaviour in the way you would like it to be changed? How would these changes of beliefs and/or laws affect your culture?

c) What different roles and responsibilities are assigned to each gender in your culture? Discuss how and why these roles and responsibilities are different. What roles and responsibilities are shared by men and women in your culture?

3 **Develop and present a drama that reflects the behaviour and relationships between representatives of different genders in your society using the following steps:**

a) As a group, discuss gender issues facing your community and choose the most important gender issue reflected in your discussions.

b) Develop and present a drama that reflects the behaviour and relationships between males and females in your society surrounding this important gender issue.

c) After acting out your drama in turns, be ready as a class to identify ways of changing the inequities depicted in your drama. How would these changes affect your society? Would these changes be positive or negative for your society as a whole?

READING

1 **In her speech at a special event for the HeForShe campaign, held at the United Nations Headquarters in New York on September 20, 2014, the UN Women Goodwill Ambassador Emma Watson mentioned that "No country in the world can yet say they have achieved gender equality." Read the information offered by UN WOMEN and discuss the issue of gender inequality. What can be done to improve the situation in the domain?**

- In many countries, women have subordinate positions, restricted mobility, less educational opportunities, less voice in decision-making and poorer employment.
- Gender inequality is a major cause and effect of hunger and poverty: it is estimated that 60 per cent of chronically hungry people are women and girls; 20 per cent are children under 5 years of age.
- In South Asia and Sub-Saharan Africa, more than 80 percent of women work in vulnerable conditions.
- In the majority of countries, women earn between 70-90 per cent of men's wages, with even lower ratios observed in some Latin American countries.
- In most countries, women in rural areas who work for wages are more likely than men to hold seasonal, part-time and low-wage jobs.

2 **Work in three groups. Read the assigned case studies and answer the questions listed in exercise 6 on page 34.**

Case Study I

In this agricultural society, the men are heads of households and chief decision-makers. The men supervise the women's work and market the crops. Women are generally excluded from the decision-making process. They do most of the agricultural work, both in the fields of large agricultural joint ventures and in the family kitchen-gardens. They use hand tools and work many hours a day. Although women work hard outside the house, they also have to do household chores. They are always tired, their health is poor, and they often feel isolated and depressed.

Case Study II

In this society, women and men are major contributors to their communities, but efforts of women are less valued than the efforts of men. Women are noticeably poorer than men in this society. Unequal access to education, employment, and income make women dependent upon men for their economic survival. Even though some women are better educated than most men, employers prefer a less-educated and poorly-skilled male worker to a highly qualified female worker. Many of these women then become victims of human trafficking. Their physical and moral status is hopeless and they are desperate.

Case Study III

In this society, men and women are essentially equal, with equal opportunities in the spheres of education and employment. Women are, by law, given the right to maternity leave for three years for the birth or adoption of a child. This maternity leave can begin sometime before the child is born or adopted and continue until the three years have been concluded. Under this law, women are guaranteed that their job – or an equivalent job – will be kept for them upon their return from maternity leave. Men, however, don't have such a right to maternity leave. If they wish to remain at home with their newly born or adopted child, they must leave their job to do so. When they wish to return to work after taking time to be with their newly born or adopted child, they must seek another place of work.

Vocabulary Notes

A **joint venture (JV)** is a contractual business undertaking between two or more parties. A joint venture is based on a single business transaction. In a joint venture (JV), each of the participants is responsible for profits, losses and costs associated with it.

3 **Fill in the gaps with the following words: *discrimination, inequity, stereotype, opportunity, responsibility, equality***

1. It's great to have the …. to read a good quality poem by a well-known English poet in the original.
2. Young people should learn to assume complete …… for their actions and words.
3. People of good will wish to create a world of …., social justice and peace.
4. … on the grounds of age is morally abhorrent.
5. It might be quite hard to overcome the …. that it is not productive to use the Internet.
6. There is also …. in the distribution of nurses in rural hospitals.

4 **Express the following in one word:**

1. An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
2. The quality or state of being equal; the quality or state of having the same rights, social status, etc.
3. The practice of unfairly treating a person or group of people differently from other people or groups of people.
4. Lack of fairness; unfair treatment.
5. A duty or task that you are required or expected to do.
6. A good chance for advancement or progress.

5 **As a class, summarize what you have learned about gender roles and gender equity.**

6 **Discuss the answers to the following:**

a) Identify differences between male and female roles, responsibilities and opportunities described in each specific case study. Discuss reasons for your answer and be prepared to present a summary of your discussion to the class.
b) Who do you believe has the best access to resources, benefits and opportunities in Case Study I ?
c) What are some of the consequences of the ways in which these roles and responsibilities are distributed in this society?
d) How are the roles of women and men reflected in Case Study II? What recommendations on how to improve the women's status in this case could you make?
f) How do the roles of men and women in your society compare with Case Study III?
g) Give an example of a role performed by the representative of one gender in your society that could be shared by both genders. Would sharing this role benefit both genders within your society? Discuss your answers and be prepared to share your conclusions with the class.

7 **Choose one representative from each group to report the findings of the analysis of each case study. Explain what happened in each particular situation.**

WRITING

Write an introductory paragraph about the following topic:

When a male and a female are performing the same job for an employer, should they be paid the same wage or salary?

Here are some tips for you to follow while writing the paragraph:

a) On a separate piece of paper, write everything you can think of about the topic above.
b) When you finish the five minutes of freewriting, go over what you have written. Circle the main idea(s) that you would be interested in developing. While you are writing, you might find solutions to different problems that spark your interest.
c) Either agree or disagree with the main idea. Give reasons why you are answering this question in this way.

Lesson 4

Literary Focus
On Prejudices and Stereotypes

Prejudice is so prevalent in contemporary life that we often assume it is "part of human nature."

DISCUSSION POINTS

1 Look at the picture at the bottom of the page and tell what each of the two insects symbolizes. Tell what human qualities the writers give to the two insects.

2 Have you read any poems or fables about any of these insect-characters? Recall the plot, if you remember. Can you name the authors who have written fables?

3 What is the moral of what you have read and what does it teach us?

4 In your own words, explain the word "prejudice." Compare your definition with the one given in the dictionary.

5 Comment on the quotation of the lesson. Express your point of view on it.

LISTENING

1 Listen to the plot of the fable "*The Ant and the Grasshopper*" retold by W. Somerset Maugham in the introduction to the text with the same title and answer the questions:

a. What is the classic answer the ant gives to the grasshopper?
b. What is the useful lesson that a fable is devised to bring to the young?
c. Who were the writer's sympathies with and why?

2 Match the words in pairs of synonyms then listen to the fable again and make notes of the context they are used in. Share your variants with your classmates.

to adjust, laborious, barn, compassion, prudence, to elucidate, toilsome, store, supply, industry, reconcile, assiduity, to beg, caution, sympathy, to ask for, to bring home, to attribute, larder, to ascribe.

3 Give a brief summary of what you have listened to, using the words from the previous exercise.

READING

1 Read the following questions. Scan the text and answer these questions.

a. Why wasn't George in hilarious spirits?
b. Which of the two brothers was the black sheep in the family?
c. What did Tom use to say about making money?
d. Who was Cronshaw?
e. How old were the two brothers and what did each of them look like?

2 Skim the text and find out more important information about each of the two brothers. Share it with your classmates.

3 Read the text carefully and tell what George Ramsay meant by saying: "It's not fair."

The Ant and the Grasshopper

by W. SOMERSET MAUGHAM

...I could not help thinking of this fable when the other day I saw George Ramsay lunching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him.

I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand.

"How are you?" I asked.

"I'm not in hilarious spirits," he answered.

"Is it Tom again?"

He sighed.

Word Study

unscrupulous [ʌn'skru:pjʊləs], *adj.* – not guided by conscience
qualm [kwa:m], *n.* – feeling of doubt (esp. about whether one is doing or has done right)
convict [kən'vɪkt], *v.* – to declare in law court that somebody is guilty (of a crime)
vindictive, *adj.* – having or showing a desire for revenge
gamble, *v.* – to play games of chance for money
scapegrace, *n.* – an unincorrigible rascal; good-for-nothing person
dissolute ['dɪsəlu:t], *adj.* – (of persons) given up to immoral conduct; (of behaviour) evil, vicious
wrathful ['rɒθfl], *adj.* – filled with indignation or anger

"Yes, it's Tom again."

"Stop thinking about him. You've done everything in the world for him. You must know by now that he's quite hopeless."

I suppose every family has a black sheep. Tom had been a sore trial to his for twenty years. He had begun life decently enough: he went into business, married and had two children. The Ramsays were perfectly respectable people, and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had a little money, and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time, and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out: he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to spend was the money you spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious and respectable man.

Phrases And Idioms

to bring home to – to make unmistakably clear
to be provided for – to be supplied with
to be a burden to somebody – to cause somebody expense and trouble
to be/not to be suited for (to) – to be/not to be fitted
to wash one's hands of – to disclaim interest in, responsibility for, or further connection with
to settle down – to take up an ordered or stable life
to be hopeless – a. having no expectation of good or success; b. incapable of redemption or improvement
to chuck someone/something – to give up; to abandon
to be a sore trial to – to cause trouble or hardships

Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motorcar and some very nice jewellery. But when circumstances forced George to realise that his brother would never settle down, and he washed his hands of him, Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was a perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George paid.

Once Tom nearly went to prison. George was terribly upset. He went into the whole discreditable affair. Really Tom had gone too far. He had been wild, thoughtless and selfish, but he had never before done anything dishonest, by which George meant illegal; and if he were prosecuted he would assuredly be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated, a man called Cronshaw, was vindictive. He was determined to take the matter into court; he said Tom was a scoundrel and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a rage as when he heard that Tom and Cronshaw had gone off together to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

For twenty years Tom raced and gambled, danced and ate in the most expensive restaurants, and dressed beautifully. He always looked as if he had just stepped out of a bandbox. Though he was forty-six you would never have taken him for more than thirty-five. He was a most amusing companion and though you knew he was perfectly worthless you could not but enjoy his society. He had high spirits and incredible charm. I never lent him fifty pounds without feeling that I was in his debt. Tom Ramsay knew everyone, and everyone knew Tom Ramsay. You could not approve of him, but you could not help liking him.

Poor George, only a year older than his scapegrace brother, looked sixty. He had never taken more than a fortnight's holiday in the year for a quarter of a century. He was in his office every morning at nine-thirty and never left it till six. He was honest, industrious and worthy. He had a good wife, to whom he had never been unfaithful even in thought, and four daughters to whom he was the best of fathers. He made a point of saving a third of his income and his plan was to retire at fifty-five to a little house in the country where he proposed to cultivate his garden and play golf. His life was blameless. He was glad that he was growing old because Tom was growing old too. He rubbed his hands and said:

"It was all very well when Tom was young and good-looking, but he's only a year younger than I am. In four years

he'll be fifty. He won't find life so easy then. I shall have thirty thousand pounds by the time I'm fifty. For twenty-five years I've said that Tom would end in the gutter. And we shall see how he likes that. We shall see if it really pays best to work or be idle."

Poor George! I sympathized with him. I wondered now as I sat down beside him what infamous thing Tom had done. George was evidently very much upset.

"Do you know what's happened now?" he asked me.

...George Ramsay beat his clenched fist on the table.

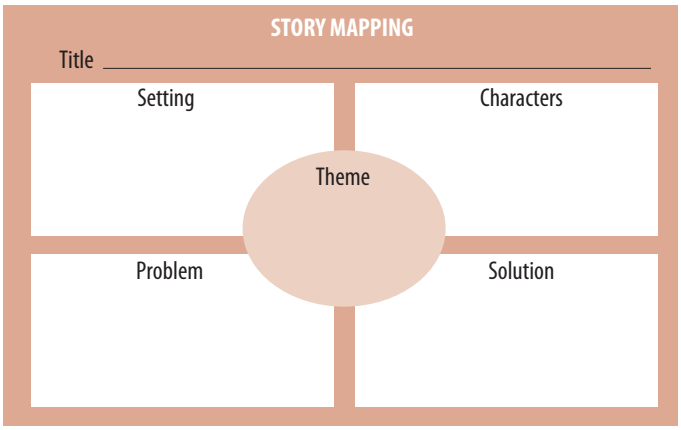
"It's not fair, I tell you; it's not fair. Damn it, it's not fair."...

3 **Work in groups. Predict what might have happened again that made George so nervous. Share your ideas with the other groups.**

4 **Work as a class. Consider the sentence: "But Tom often asked me to excellent dinners in his charming house in Mayfair" and:**

a. discuss all the possible variants you consider to have contributed to Tom's wellbeing;
b. identidy common ideas;
c. select the most relevant ideas to reach a consensus;
d. explain your choice (variants);
e. compare your suppositions;
f. state how similar or different they are;
g. draw conclusions (follow the Literary Focus).

5 **Complete the story map. Share what you have written with your classmates.**



6 **Listen to the last extract from the text and compare your suppositions with what the author tells us about. State how similar or different they are. Draw conclusions.**

7 **Choose the letter of the definition which comes closest in meaning to the words in bold.**

1. a loan
a. anything lent
b. anything inherited
c. anything bought

2. gloom
a. feeling of joy
b. feeling of sadness
c. feeling of respect

3. to chuck
a. to forget
b. to get rid of
c. to give a slight blow

4. enticement
a. repulsion
b. lure
c. affair

5. to blackmail
a. to extort money
b. to blame
c. to warn

6. rogue
a. decent person
b. ordinary person
c. dishonest person

7. workhouse
a. gaol
b. asylum
c. house of correction

8. hilarious
a. noisily merry
b. angry
c. disgraceful

8 **Complete each of the sentences with the correct parts of speech formed from those in parentheses.**

1. Be polite! Speak to your mother in a more… tone. (RESPECT)
2. His were … actions; he meant nothing bad. (BLAME)
3. … is what differentiates Cristina from her classmates.(DECENT)
4. They would like their daughter to marry a … young man. (RESPECT)
5. Yours is a behaviour … of punishment. Your … is fruitless. We have proofs. (WORTH; DENY)
6. Being amiable and …, Doina makes friends easily.(CHARM)
7. Her … speech expressed nothing but hate. (WRATH)
8. He wondered what … thing Tom had done. (FAME)

9 **Form words antonymous to the ones given by using prefixes and suffixes.**

Hopeful, regard, formal, honourable, pleasant, regular, fortunate, elastic, pleasant, trustworthy, perfect, modest, expensive, scrupulous, creditable, famous, moral, honest, faithful, credible, thoughtful, responsible, logical, trustful, loyal.

10 **How many different words come readily to your mind to complete these gaps?**

1. You could not but ... him.
2. Why do you always say you are not suited for...?
3. You should know by now that he is quite ... .
4. We are free to refuse their ...; nobody can force our hand.
5. One cannot help ... her; she is such a sweet.
6. I wouldn't mind ... the child. He is worth it.
7. She wouldn't waste ... on such a trifle.
8. I am sure she is able to make (a) ... if only she pulls herself together.

11 **Fill in the gaps with the necessary prepositions.**

1. They will go ... business ... condition that we help them ... the money.
2. She makes the best ... mothers ... her children; she sometimes falls ... their enticements ... force ... habit but she would never spend money ... the trifles they would like to have.
3. We have been ... nobody's debt since we got married, we have been faithful ... each other and we look forward to settle ... in the country and depend ... no one.
4. He got red ... the face, clenched his fist and said he would not give ... to those who wanted to blackmail him.
5. She was dining ... herself and was staring ... space thinking ... her children who had caused her a great deal ... trouble.

12 **Fill in the correct joining words/connectors.**

1. It wasn't a very good hotel. …, it was better than nothing. 2. … they are very good friends, they don't understand each other. 3. She felt guilty … she had done something wrong. 4. … waiting for her, you should better do it by yourself. 5. He thinks there are more solutions to the problem, but, …, there is only one. 6. I don't want to go out. It's rather cold. …, I am tired. 7. The sales team has been working hard … the beginning of the year; … they have accomplished many of their tasks. 8. We really wondered … she was Chinese or Vietnamese. 9. … if the situation is serious, it is not a disaster. 10. You won't get the job … you make a good impression. 11. You would better arrange the books on the shelves … the authors. 12. The child is asleep. … I will take a shower. … my hair is drying I will call my mother, … I haven't spoken with her for a long time.

13 **Fill in with the necessary articles where necessary.**

1. He was … good man, kind and good-tempered. He was …son of … priest.
2. He had no right to expose himself to … death.
3. John was out of …work, and … position was becoming acute.
4. … twenty cents Frank received every day for delivering … afternoon paper on … house-to-house route was not enough.
5. We've had one piece of … rather curious information.
6. I can still remember our conversation … word for … word.
7. Animals depend on plants and trees for … air which they breathe.
8. Some insects sleep in … day and work at … night.
9. … only bird that can walk upright, is … penguin.
10. It was too great … shock for her, and she immediately left … room.
11. … night outside seemed very cold, they were trembling from … head to … foot.
12. It was … fine day early in … spring and we were in … good humour.
13. When … winter came he suffered … good deal from … cold and … hunger, and often had to go to … bed without … supper but … few dried pears or some hard nuts.

14 **Use the verbs in parentheses in the correct form.**

1. They *(lose)* their cat yesterday and *(not find)* it yet.
2. Before I *(meet)* my friend Bernard, I never *(not speak)* French.
3. I can't help you. I have a lot of problems because I *(move)* to a new house right now.
4. A fortune teller told me: "You *(be)* a very famous opera singer".
5. While I *(run)* in the park, it *(begin)* to rain.
6. I am sure they *(finish)* the building in two months.
7. She *(leave)* before I *(give)* her the present.
8. While mother *(have)* lunch we *(tell)* her our impressions from the excursion.
9. In 2012, they *(live)* here for 4 years.
10. By tomorrow morning he *(sleep)* wonderfully.
11. I think we *(have)* a great day if the weather *(be)* fine.

15 ***'To end in the gutter'*** **is an English idiom meaning to live a wicked life; to live in a lower state.**
Match the idioms in bold type from column A with their meanings found in column B. Use some of them in sentences, short situations or dialogues of your own.

1. Can they **throw** any **light on** the problem?
2. Thanks for **getting me off the hook**.
3. You can't **turn thumbs at** my proposal.
4. He really **hit the jackpot** by having got such parents.
5. She always **gets cold feet** when she has to speak in public.
6. He may **be wet behind the ears**, but he's well-trained and totally competent.
7. I know they'll **dress me down** when I come home.
8. You **cooked your own goose** by not showing up on time

a. to be fortunate
b. to reject
c. young and inexperienced
d. to give a scolding
e. to free someone from an obligation
f. to become timid or frightened
g. to make something clearer
h. to ruin someone

SPEAKING

1 **Work in Two Groups.**

a. Scan the text for as many adjectives as possible. Write them down.
b. Draw a Venn Diagram. Group 1: write down all the things you've learned about George.
Group 2: write down everything you've learned about Tom.
c. Compare the lives of the two brothers. You may want to consider their work, family life, plans for the future, etc. Tell whom you sympathize with and why? In what way did George differ from Tom? How did he expect to be rewarded for his blameless life?
d. Characterize each of the two brothers. Use the list of adjectives you've put down.

2 **Express Your Opinion.**

a. What feelings does each of the characters arouse in you? Give reasons.
b. What problems does the author touch upon in the story? Whom does he sympathize with and why?
c. What technique is manifested mostly in the text, analogy or contrast? Why?
d. What is your attitude to the ideas expressed in the text?
e. Do the problems described teach you anything about life and people? What are these things?
f. How would you characterize the relationships between the two brothers? Give reasons.

3 **Connect to Life.**

a. Does it really pay best to work or be idle?
b. Does the author's attitude towards the two brothers surprise you? Why or why not? Consider the evidence in the text as you explain your answer.
c. Do you consider any of the things described by the author to be exaggerated? Explain your answer.
d. What would you have done if you had been George? Tom? the narrator? Give reasons for acting so. Would the story have been better if each of the brothers had behaved in the way you consider appropriate? How? Do you think a conflict like this could occur in today's society? Support your answer with arguments or examples.

WRITING

Fulfill one of the tasks below.

1. Write a letter to George on behalf of Tom with the explanations, apologies and regrets for having hurt him.
2. A memoir is a form of autobiographical writing in which a person recalls significant events in his/her life. Complete either Tom's or George's memoir with some important events that followed after Tom had become rich. Include his feelings and opinions about those events as well as about some historical or social issues of that period.
3. In about 200-220 words comment on one of the statements:
   a. "When brothers agree, no fortress is as strong as their common life".
   b. "Help your brother's boat across, and your own will reach the shore".
   c. "There's no other love than the love for a brother. There's no other love than the love from a brother".

DISCUSSION POINTS

Discuss the following:

1. What is your cultural heritage? What was the culture of your parents and your grandparents?
2. Why and how can cultures persist, change, or disappear? How can "culture wars" (ideological tensions and conflicts over cultural issues such as education, language, cultural policies, etc.) be diminished and finally disappear?

READING AND SPEAKING

1 **Read the extract from the article given below and answer this question:**

What is the relationship between cultural and universal human rights? Give reasons.

2 **Study the information in the Info Box and discuss situations in which these and other pluralist strategies have been of great help. Speak of your own experience.**

Cultural Rights and Human Rights

by Rodolfo Stavenhagen, abridged

Under the International Bill of Human Rights, which consists of the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) and the International Covenant on Civil and Political Rights (1966), human rights are divided into civil, political, economic, social and cultural rights. In that subdivision, cultural rights form a subset of individual rights and include matters such as the right of every person to participate in the cultural life of the community, and the right to protection of artistic, literary and scientific works. Cultural rights are closely related to other individual rights and fundamental freedoms such as the freedom of expression, freedom of religion and belief, freedom of association, and the right to education.

The peoples of the world are the carriers of many thousands of distinct cultures. In some instances, all or most of a country's population shares a common culture; in others, a state is made up of a variety of different cultures. Culture, of course, is not static. On the contrary, it is historically rooted and changes over time. Indeed, cultural change, and the constant dynamic recreation of cultures is a universal phenomenon. A culture may be said to have particular vitality if it is capable of preserving its identity even if it incorporates change, just as a specific human being changes over time but retains his/her distinct identity.

Info Box

Pluralist Strategies

Pluralism – the principle that people of different races, religions, and political beliefs can live together peacefully in the same society;

Tolerance (for, of, towards) – willingness to accept or allow behaviour, beliefs, customs, etc., which one does not like or agree with, without opposition: *e.g.* a country with a reputation for tolerance towards religious minorities;

Consensus (on, about, between, among) – a general agreement: the opinion of most of the people in a group;

Dialogue – (an) exchange of ideas and opinions, especially between two countries, groups, ets, whose positions are opposed.

3 **Debating diversity**

Use an expanded debate setting to consider and discuss the topic: "It's better to live in a pluralistic society."

Make use of the following justifications for a pluralistic society:

– Diversity respects individual and group rights.
– A diverse society is more resilient and stronger.

Here are some reasons why diversity is not unambiguously good:

– Diversity can be seen as a source of conflict.
– Diversity can be seen as a threat to national identity.

Add some more reasons for both sides and, in turns, bring forward arguments to discuss the diversity issue.

4 **Give a heading to the poster on the right. Describe it.**

Rely on the following ideas:

inalienable fundamental rights; the right to a fair trial; protection against enslavement; prohibition of genocide; the human rights movement; a just society, etc.

1 **Display visuals of well-known people – representatives of different ethnic groups. Elicit the phrase "cultural differences and similarities." Ask and answer questions about these personalities.**

Fill in the spaces in the table to illustrate the stereotypes about the so-called "national characteristics" of people inhabiting different parts of the world. Check the truth about these characteristics by looking for some trustworthy information in some reliable sources.

Country	Stereotypes	
	positive	negative
Americans	optimisttic, hard-working, friendly, generous, future-oriented	materialistic, arrogant, boastful, obese
Germans		
Italians		
British		

2 **In what ways are people from the Republic of Moldova connected with some other cultural groups?**
Prompts: lifestyles, some customs and traditions, some values, attitudes and beliefs, etc.

3 **Role-play the following situation:**
Split into two groups. Pupils from Group I will serve as interviewers working for an International Research Agency. They want to find out what pupils from Group II, who will play the role of foreigners visiting the Republic of Moldova, know about this country and its people.

4 **a. Fill in the gaps with the missing verb forms, adjectives, articles, prepositions and pronouns.**
b. Give a suitable title to the passage. Look for some additional information about Thanksgiving Day.

Thanksgiving is ... particularly American holiday. ... holiday dates back ... 1621, the year after the Puritans arrived ... Massachusetts, determined to practise their dissenting religion ... interference. After a rough winter, in which about half of them died, they turned ... help to neighboring Indians, ... taught them how to plant corn and other crops. The grateful Pilgrims then (to declare) ... a three-day feast, starting ... December 13, 1621, to thank God and to celebrate with their Indian friends.

It wasn't ... 1863, in the midst of the Civil War, that President Abraham Lincoln (to proclaim) ... a national Thanksgiving Day (to hold) ... each November. In 1941, President Roosevelt made Thanksgiving ... federal holiday.

... most important part of the celebration is the dinner ... includes the customary turkey served with cranberry sauce, and pumpkin. A lot of business goes ... during this holiday. For example, restaurants take advantage ... the holiday to sell turkey dinners.

Families and friends usually get ... for a large meal or dinner during Thanksgiving and have a lot ... fun. That's why, the Thanksgiving holiday weekend (to consider) ... one of (busy) ... travel periods of the year. Students are given a four-day or five-day weekend vacation. Thanksgiving is also a (to pay) ... holiday for ... workers.

Writing Skills Development

Unpacking the Prompt and Brainstorming

"The most difficult and complicated part of the writing process is the beginning."
A.B. Yehoshua

DISCUSSION POINTS

1. How often do you not understand the question on an essay test?
2. What do you do, when you don't understand the prompt?
3. Do you take the time to identify and plan what you are going to write before you write it? Why or Why not?

READING

Unpacking the Prompt

Taking time to make sure you understand what an essay question is asking BEFORE you start writing is very important, especially since you are not working in a native language. If you don't address the question and/or don't write in the required structure you will not get a good grade on the essay. Answering the question requires two things: addressing the content and using the correct structure.

Learner Training

Tips on how to approach a writing (short answer or essay) question:

1. First, take a deep breath. You can do this.
2. Underline the verbs and the nouns. If you just read those, can you get a general sense of what the question is asking?
3. Number the parts of the writing prompt. Is it asking multiple questions that need to be handled in separate paragraphs? This will help you make sure you answer ALL parts of the prompt as you can refer back to this later.
4. Test writers will tell you what structure they are looking for in the prompt. These examples either expository or argumentative / persuasive.

Words that signal an expository essay:
Describe, Illustrate, Tell, Explain, Define, Summarize, Identify, Discuss, Write about
Words that signal an argumentative / persuasive essay:
Agree or Disagree, Argue, Defend, Persuade, Justify, Propose

Identifying what structure you need to write in helps you organize your essay response.

5. A good habit to get into is to turn the writing prompt into a statement that includes your opinion. This will be part of your introduction and the first part of your thesis statement. Ex. Agree or Disagree. Moldova has a good educational system.
" I agree with the statement, "Moldova has a good educational system" because…"

WRITING

In your notebook, follow the steps above with each of the following prompts. Do not use a dictionary. Discuss as a class.

1. Many British museums and galleries are real treasure-houses of unique art. Which are the best known? What collections do they contain?
2. What changes in present-day schools would you propose to make them more effective for educating pupils?
3. Write about two natural monuments of the English-speaking world.
4. Agree or Disagree: Learning from the past has no value to those living in the present.
5. What are the major events of national and social importance that are traditionally celebrated in the USA?

Brainstorming is Your Best Friend

DISCUSSION POINTS

1. How many times have you looked at an essay prompt and thought, "I have nothing to say about this."?
2. When you are in a social situation, with friends or with your family, can you generally find a way to join a conversation even if you don't know a lot about a subject?

READING

1 **Try this: on a separate piece of paper, take 30 seconds and write everything and anything you can think of about the word, "party."**

- Could you write a paragraph describing what party is or a party you went to using those words? If not, brainstorm other 30 seconds.

2 **Next Step for an Argumentative/Persuasive Essay:**
Can you put those words into two categories: good things and bad things about parties?

- Which side of your T chart do you have more examples for, good things about parties or bad things about parties?

Whichever side of the T chart has the MOST/ STRONGEST evidence/examples, should be the side you argue for in your essay, because you WIN an argument by using EVIDENCE that supports your thesis statement!

PARTIES

good things	bad things

3 **Write a response to: Agree or Disagree, "Parties are a waste of time and money." Share in class when done. Vote on who had the most convincing argument. Discuss why their argument was the most convincing.**

4 **Brainstorm with a partner or in a group on the following:**

1. Many British museums and galleries are real treasure-houses of unique art. Which are the best known? What collections do they contain?
2. What changes in present-day schools would you propose to make them more effective for educating pupils?
3. Write about two natural monuments of the English Speaking world.
4. Agree or Disagree: Learning from the past has no value to those living in the present.
5. What are the major events of national and social importance that are traditionally celebrated in the USA?

Learner Training

Brainstorming Tips:

a. Any time a question asks for multiple examples as in questions 1, 2, and 5—a good "rule of thumb" is to choose 3. These 3 will become your body paragraphs. In writing an argumentative essay you will also include another body paragraph that addresses the counter argument. This is why using the T-chart and brainstorming on both sides of the argument is so important.

b. Always choose the topics to write about that you can provide the most detail or examples for. For example, if you only know about the collections in the British Museum and the Tate Modern Gallery but you remember the name and nothing more about the Victoria and Albert Museum, write in detail about the two you know.

HOMEWORK

5 **Write thesis statements (refer back to the writing lesson in Unit 1, page 21 if needed) and introductions for two of the above prompts. Choose one that is expository and one that is argumentative.**

Round Up

1 **Study the idioms given in italics. Match them to their definitions.**

1. We *speak the same language* when it comes to environment.
2. When the British monarch is a queen, standard English is *Queen's English*; when the British monarch is a king, it is *King's English*.
3. The governments should do their best *to bridge the gap* between their richest and poorest citizens.
4. It's *a chicken and egg situation* – A lot of scientists have been discussing for centuries the eternal question whether matter or energy is the basis of the universe.
5. This research should not *be taken at face value* by readers – careful analysis should be undertaken to confirm the obtained results.
6. I *value* my family *above all things.*
7. They don't like to watch soap-operas. They seem to be real *culture-vultures.*
8. I got a huge *culture shock* when I first went to India.

a. a situation where it's impossible to decide which of two things existed first and which caused the other.
b. to make a connection where there is a great difference.
c. to have the same ideas, beliefs and opinions as someone else.
d. someone whom one considers to be excessively interested in the (classical) arts.
e. a state of confusion and anxiety experienced by someone upon encountering an alien environment.
f. to accept that something is exactly what it appears to be.
g. to hold someone or something to be more important than someone or something.
h. the English language as written and spoken correctly by educated people in Britain.

2 **Circle the best word or phrase to complete these sentences:**

1. Cross-cultural communication is communication between people from different *countries/cultures.*
2. People's cultural values and attitudes *influence/do not influence* cross-cultural communication.
3. Language is the most visible and available expression of a *culture/lifestyle.*
4. *Culture shock/reverse culture shock* is a state of bewilderment and distress experienced by an individual who is suddenly exposed to a new, strange, or foreign social and cultural environment.

3 **Reread Rudyard Kipling's poem "We and They" and get ready to discuss the following:**

1. What does the poet mean in the first stanza when he claims that "They look upon We as only a sort of They!"?

2. Find in the second and in the third stanzas of the poem lines that exemplify the kind of tolerance for differences that various cultures can show.

3. How do the lines in the last stanza reveal the poet's endeavour to champion diversity and open-mindedness?

4 **Find at least one statement that, in your opinion, is not true:**

1. Once a native language becomes extinct, the knowledge it contains about a nation and the land it inhabits is lost to the world.
2. It is imperative that education in schools should be provided not only in the state's official language, but also in the mother tongue.
3. Group differences in values, beliefs, morals, and attitudes may lead to prejudice against members of groups.
4. Video games containing violence should not be banned.
5. One true thing about culture shock is that almost everyone everywhere will suffer some kind of culture shock when they are visiting a foreign country.

5 **Complete the sentences according to the model:**

Note: ***to do* / so as + *to do* / in order + *to do***
is used to express purpose in a subordinate clause.

e.g. Nick went to the shop *to do / in order (so as) to do* ... – Nick went to the shop *to buy* some food / *in order (so as) to buy* some food.

1. We took a taxi *so as not*…
2. It was very cold, and we put on warm coats *not to*…
3. Mary started learning Spanish *to*…
4. The girl opened the door *so as*…
5. They listened to the radio *in order*…
6. I called on him yesterday *so as*…
7. We must begin preparing for the exams immediately *so as not*…
8. You should read more aloud *in order*…

6 **Use the appropriate form of the infinitives in brackets.**

1. Americans tend *(to equate/to be equated)* "change" with "improvement" and consider a rapid change as normal.
2. This song is believed (*to have been sung/to have sung*) by the well-known choir.
3. He ordered the windows *(to shut/to be shut)*.
4. She ought to (*be visiting/have visited*) you yesterday, but she fell ill.
5. They must *(be walking/walk)* in the garden now.
6. I meant *(to answer/ to have answered)* the letter last week, but I forgot.
7. This article must (*have translated/have been translated*) by a second-year university student.
8. I am so glad *(to be meeting/to have met)* you.
9. Governments must develop mechanisms that would permit ethnic groups *(to participate/to have been participating)* in decisions that affect their lives.
10. He must *(have caught/have been caught)* napping during working hours.
11. Freddy should (*have telephoned/telephone*) – His mother was getting worried.
12. He must *(be living/have been living)* in this city for the last ten years.

7 **Insert *to* before the infinitive where necessary.**

1. It might ... be useful ... stop for a moment and discuss your decision ... leave again.
2. This may ... be the task of a new, democratic government.
3. How does it feel ... be famous?
4. She bade him ... enter.
5. I was the first ... notice that.
6. If a new government emerges in Burma, it must … work with leaders of the country's minorities.
7. In a very simple format, the chart indicates where the problems are likely ... lie.
8. I don't know the answer; I will have ... look it up.
9. He was heard … mention his mother's name several times.
10. She daren't … tell her father what happened.
11. I had John … find me the address of the house.
12. Would you rather … go to the theatre or … stay at home?
13. You will never feel you know all there is ... know about a foreign country.
14. If you don't … do it willingly, I'll make you … do it.
15. I often hear them … sing while they are working.
16. She stepped aside as if ... let the young man ... have the floor.

8 **Use either the Complex Object or the Complex Subject structures to complete the following sentences:**

1. The dog was heard…
2. He happened…
3. No one could understand what made …?
4. The strangers wanted…
5. They proved…
6. They will never have…
7. He is not likely…
8. No one could expect…
9. We are sure…
10. I always believed…
11. I could feel…
12. I have watched…

9 **Complete each question with a *for-to*-Infinitive structure. Answer each question in a complete sentence.**

1. I would like to go to Brazil during summer vacation. Would it cost much money…?
2. When you were at the circus with your brother, was it fun…?
3. On the weekends, is it relaxing…?
4. Before the new school year, will it be necessary…?
5. When you want to go to the theatre, is it difficult…?
6. When you were in junior school, did it take much time…?
7. When you intend to accompany your friend somewhere, is it exciting…?

10 **State the functions of the infinitives in the following sentences. Translate the sentences into your native language.**

1. To win the world's greatest cycling event became the ambition of her life. 2. It was nice to be speaking English again. 3. His intention was to get into parliament. 4. They must leave at noon. 5. Dan learned to read when he was five. 6. She was the first to see the danger. 7. I have come here (in order) to talk to you. 8. She wore very high heels so as to look a little taller. 9. My car is big enough to hold five people comfortably. 10. At times, the young man played the piano loudly enough to burst our eardrums. 11. We didn't have enough time to stay at the seaside for more than five days. 12. She nervously put her hand to her mouth as if to stop coughing. 13. To tell the truth, I don't really like her.

Test Two

Martin Luther King Day in the United States

Martin Luther King Day is a federal holiday held on the third Monday of January. It celebrates the life and achievements of Martin Luther King Jr., an influential American civil rights leader.

A. Read the text attentively and carry out the tasks:

The Champion of Human Rights

Martin Luther King, Jr., was one of the main leaders of the American civil rights movement, and a prominent political activist. As an eloquent speaker, Dr. King won support for his "peaceful" efforts from millions of people, both white and black. Martin Luther King, Jr. was born in Atlanta, Georgia on January 15, 1929.

Martin Luther King completed advanced studies at Crozer Theological Seminary and received his Ph.D. from Boston University. It was in Montgomery that King began his civil rights crusade. He led a 38-day boycott of buses triggered by Rosa Parks' refusal to give up her seat to a white passenger that led to a U.S. District and Supreme Court decision ruling racial segregation on city bus lines unconstitutional. Martin Luther King established the Southern Christian Leadership Conference and through his tireless efforts, and non-violent resistance was highly successful from 1955 to 1960. King's movement stirred the entire nation. Protest marches, sit-in demonstrations and numerous rallies resulted in the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

The high point of the campaign was the 1963 March on Washington where King delivered his famous "I Have a Dream" speech. His speech called for racial justice and encouraged African Americans to fight for their inalienable rights with dignity and discipline. This speech has become one of the most recognized symbols of the civil rights movement.

Dr. King explained his ideas in six books and numerous articles and speeches. He often called for personal responsibility in fostering world peace. In 1968, while planning the Poor People's March, he took time off to lead a protest march in Memphis. It was in Memphis on April 4, 1968, the evening after his prophetic "I've Been to the Mountaintop" speech, that King was struck by an assassin's bullet, ending a short, but heroic life fighting for the freedom of all America. Both Americans and the international community recognized King's contributions in overcoming civil rights abuses without allowing the struggle to erupt into a blood bath.

In 1964 Dr. King became the youngest man to be awarded the Nobel Peace Prize for his work as a peacemaker, promoting nonviolence and equal treatment for different races. In 1977, Martin Luther King, Jr. was posthumously awarded by Jimmy Carter the Presidential Medal of Freedom. In 1986, Martin Luther King Day was established as a United States holiday. In 2004, King was posthumously awarded the Congressional Gold Medal.

1 **Express the following in one word:**

person taking an active part, e.g. in a political movement –

Roman Catholic training college for priests –

Not easily tired –

Act of refusing –

2 **Find pairs of synonyms from the following:**

crusade, prominent, tireless, speech, prophetic, discourse, predictive, eminent, indefatigable, struggle

3 **Find in the text antonyms for these words:**

hostile, little known, unfairness

4 **In your own words, explain the meaning of the following phrases:**

an eloquent speaker –

civil rights abuses –

5 **Supply 5 adjectives to describe Martin Luther King, Jr.' s personality.**

6 **Think of two - three people who are your national heroes. What do you admire in those people? Think of the qualities that make a hero. What place do these people occupy in your life?**

7 **B. Choose the right answers:**

1) __ are British "bank holidays".
a) Good Friday b) St. David's Day c) Boxing Day
2) Punch, Judy and Toby are popular names of some
a) puppets b) toys c) clothes
3) St. Patrick's holiday is celebrated in
a) Scotland b) Wales c) Ireland
4) Halloween means
a) witches and ghosts b) holy evening c) pumpkin
5) Children say "Penny for the Guy"
a) at Halloween b) on Guy Fawkes Night c) on Christmas Eve
6. Stonehenge is a prehistoric monument located in
a) Wiltshire, England b) Salt Lake City, the USA
7. The name for New Year's Eve in Scotland is
a) the Eisteddfod b) Hogmanay
8. London stands
a) on the Thames b) on the Severn
9. The thistle is the national symbol of
a) Scotland b) Wales c)England d) Northern Ireland

8 **What Do You Know About . . .**

1. the most important festival of the year for British families – Christmas Day?
2. the Ceremony of the Keys, that is, the process of locking up of the Tower of London for the night?
3. the habit of tea drinking in Britain?
4. William Shakespeare's life and work?
5. the historic value of St. Paul's Cathedral?
7. Easter symbols in Great Britain?
8. clans and tartans in Scotland?
9. At midnight, on December 31, throughout Great Britain people celebrate the coming of the New Year by holding hands in a large circle and singing the song:
Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And auld lang syne?..

What does "for auld lang syne" mean? Who were the words written by?

9 **Comment on the following quotation:** *All objects, all phases of culture are alive. They have voices. They speak of their history and interrelatedness. And they are all talking at once!* (Camille Paglia)

Self Assessment

B1+ PORTFOLIO European Language Européen des Langues

Listening	Yes	No	Improve
I can decipher different characters and their intentions when I listen to an original literary text expressed in a dialogue.			
I can understand fables in English.			
Reading			
I can read and understand the main ideas and specific details on human rights, values and gender equality specifically.			
I can read historical texts and understand trends in cultural history and cultural relationships.			
Speaking			
I can comment on quotations using infinitives in my speech.			
I can carry out a discussion on human rights and responsibilities using some social terminology.			
Writing			
I can write a magazine article about intercultural dialogue, working with a classmate.			
I can identify whether an essay prompt is asking for an expository or an argumentative / persuasive essay.			

3 UNIT DISCOVERING THE PAST

Lesson 1

Prehistoric Britain

"History studies not just facts and institutions, its real subject is the human spirit."
Fustel de Coulange

DISCUSSION POINTS

1 Archaeologists have found evidence to prove that humans inhabited Britain in 800 000 BC.
What do you think they found?

2 7,000 years ago people began to change the way they lived. Instead of hunting and gathering they became settlers who farmed. Britain's landscape changed dramatically. Why and how do you think it changed?

3 Evidence from the Bronze Age reveals that a new material – bronze was being used to make tools, weapons and even statues! Why do you think this was an improvement on wood and stone?

4 People learned domestication (keeping animals and crops). Which animals do you think became domesticated?

5 Hedge structures were built all over Britain 4,500 years ago. Some of them still survive today! What do you think they were used for?

6 Iron Age villages became more fortresses, built on hills with walls and trenches (water fence around the fortress). Why do you think these changes to villages were made by Celts (Iron Age people)?

READING

1 Read and match the British museum artifacts with the time they belong to and form participle I (-ing), eg.: moving (4/ move) **or participle II (-ed/ ...)**, eg.: solved.

Harpoon

Stone scraper

The Rillaton Bronze Age Pot - one of the treasures of the British Museum - evidence of how a sophisticated civilization flourished in Britain BC.

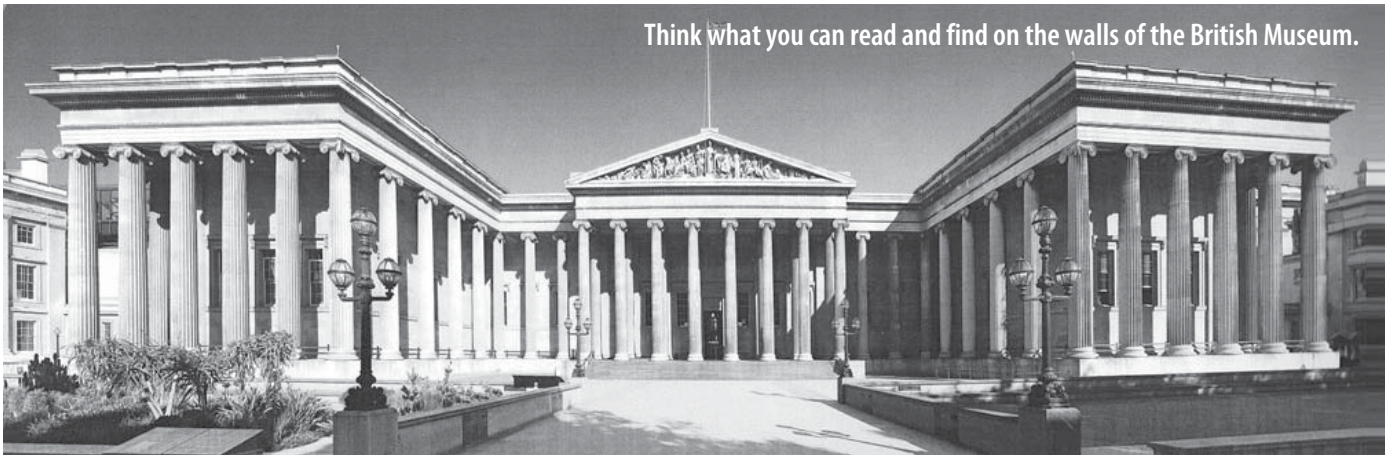
Hadrian (reigned AD 117-138) is famous as the emperor who built the eighty-mile-long wall across Britain, from the Solway 'to separate the barbarians from the Romans'.

Tools for grinding grain to make flour.

Tools for making clothes 800 BC

The British Museum

800,000 BC – 10,500 BC	This is the longest period in prehistory. It is also ... (1/ know) as the Stone Age due to the fact that the majority of tools ... (2/ use) by humans in this period were ... (3/ make) from stone. During this period the climate in Britain changed radically several times with large areas of land covered with thick ice during the coldest periods known as the Ice Ages. There were warm periods in between and humans came and went depending on the climate.
10,500 BC – 4 000 BC	This period of prehistory marked the end of the last Ice Age. Humans returned to Britain as the climate got warmer and followed a hunter-gatherer life style ... (4/ move) around the landscape to find the best sources of seasonal food. Stone continued to be the main material for making tools. Small pieces of stone were set into wood to make spears and harpoons.
4 000 BC – 2 400 BC	This is the period when farming was ... (5/ introduce) to Britain. People moved from a hunter-gather lifestyle to a life-style based on ... (6/ farm) ... (7/ domesticate) animals and ... (8/ grow) crops. Hunting and gathering continued – as it does today – with fishing and berry/fruit collecting. Stone continued to be the main material used to make tools though pottery began to appear especially pots for storing, cooking and eating food.
2 400 BC - 800 BC	At the start of the Bronze Age copper started to be used as a material for making tools. This was quickly followed by bronze which is harder and better for making tools and household objects. Roundhouses began to be ... (9/ build) and there is evidence for the appearance of social elites and armed conflict.
800 BC - AD 43	During this period iron emerged as a key material for making tools. Farming productivity increased and the population grew. Regional groups of people – often known as tribes – emerged. In the late Iron Age, there was ... (10/ grow) contact with the Roman empire which had extended to include Gaul (modern France).
AD 43 - AD 411	In AD 43 England and Wales became part of the Roman province of Britannia. Modern Scotland was never fully ... (11/ conquer). By the end of the second century AD, Hadrian's Wall was the northernmost frontier of the Roman Empire, whilst Ireland always remained outside. Roman rule finally came to an end in the early fifth century AD. Roman rule continued for the next 400 years after which the Anglo-Saxon period began in England.

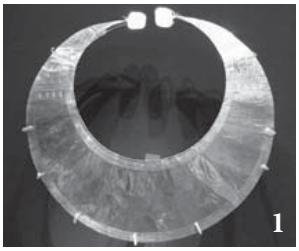


2 **Say whether the information is true, false or not stated in the reading material.**

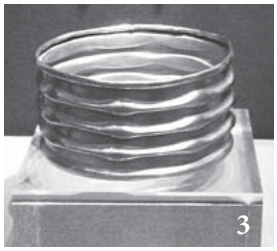
1. Early farmers used tools to plant, harvest, process and store the cereal crops they grew.
2. Pots were used for storing and cooking food.
3. Archaeologists do not always know exactly what some ancient objects were used for in the past.
4. Farming productivity decreased although the population grew.
5. Britannia was a Roman province.
6. England, Wales and Scotland became part of Britannia.

3 **A. A group of objects all buried together are called a 'hoard'.**

Find a: coin ☐ necklace ☐ bracelet ☐ finger ring ☐


1

2


3

4

B. Compare the pieces of jewelry of the past with the modern ones in your culture.

LISTENING

1 **Read and continue *The Code of Knighthood*.**

The legends surrounding King Arthur and his knights probably grew out of the struggles of Celtic warriors in southwestern England against invading Saxons during the 6th century.

The Code of Knighthood was … .

1. The knight cannot attack … .
2. The knight must treat … .
3. The knight must always play … .
4. To possess justice … .
5. To protect the poor … .
6. To keep his body … .
7. To keep his spirit … .
8. To strive for … .
9. To bear no false … .
10. To always protect … .

2 **Match the beginnings of *The Code of Knighthood* with the endings.**

a) an unarmed or injured knight
b) clean
c) and weak
d) and loyalty
e) a lady
f) pure
g) humility and avoid pride
h) fair
i) witness
j) the defeated with honour

3 **Listen to the song from King Arthur film. Fill in with the words.**

Song of the Exile

Land of …. and land of ….
Land that gave us …. and blessing
Land that …... us ever homewards
We … go home across the mountains

We will go home, we will go home
We will go home across the mountains
We will go home, we will go home
We will go home across the mountains

Land of … land of ….
Land that gave us … and memories
Hear our singing hear our …
We will go home across the mountains

Chorus…

Land of … and land of …
Land that gave us … and sorrow
Land that gave us love and laughter
We … go home across the mountains

Chorus…

When the … is there before us
We have gone home across the mountains
We will go home, we will go home
We will go home across the mountains.

4 **Comment on lines that show the knights' attitude towards their land and *The Code of Knighthood*.**

WRITING

Design a British Museum leaflet. Include:

– the general information about Prehistoric Britain galleries;
– the programme of exhibitions and events;
– free entry;
– opening hours.

Lesson 2

The American Dream

"You've got to jump off the cliff all the time and build your wings on the way down."
Ray Bradbury about success.

DISCUSS GAME

Discuss in class and write in a W for a winner and a L for a loser.

1. **A …** seeks for the goodness in a bad man, and works with that part of him; **a …** looks only for the badness in a good man, and therefore finds it hard to work with anyone.
2. **A …** thinks there are rules for winning and losing; **a …** knows that every rule in the book can be broken, except one – be who you are, and become all you were meant to be, which is the only winning game in the world.
3. **A …** believes in "fate"; **a …** believes that we make our fate by what we do, or fail to do.
4. When **a …** makes a mistake, he says, "I was wrong"; when **a …** makes a mistake, he says, "It wasn't my fault."
5. **A …** works harder and has more time; **a …**is always "too busy" to do what is necessary.
6. **A …** goes through a problem; **a …** goes around it, and never gets past it.
7. **A …** says, "Let's find out"; **a …** says, "Nobody knows."
8. **A …** says he's sorry by making up for it; **a …** says "I am sorry," but does the same thing the next time.
9. **A …**listens**; a …** just waits until it's his turn to talk.
10. **A …** is never gentle - he is either weak or pettily tyrannous by turns; **a …** feels strong to be gentle.
11. **A …** feels cheated if he gives more than he gets; **a …** feels that he is simply building up credit for the future.
12. **A …** sprays, **a …**focuses.

READING

1 **Read and continue the story.**

The Loser who Never Gave Up!

When he was a little boy his uncle called him "Sparky", after a comic-strip horse named Spark Plug. School was all but impossible for Sparky.

He failed every subject in the eighth grade. He **flunked** Physics in high school, getting a grade of zero. He also flunked Latin, Algebra and English. And his record in sports wasn't any better. Though he did manage to make for the school's golf team, he promptly lost the only important match of the season. Oh, there was a **consolation** match; he lost that too.

Throughout his youth, Sparky was awkward socially. It wasn't that the other students disliked him; it's just that no one really cared all that much. In fact, Sparky was astonished if a classmate ever said hello to him outside of school hours. There's no way to tell how he might have done at dating. He never once asked a girl out in high school. He was too afraid of being turned down… or perhaps laughed at. Sparky was a loser. He, his classmates… everyone knew it. So he learned to live with it. He made up his mind early that if things were meant to work out, they would. Otherwise he would content himself with what appeared to be his inevitable **mediocrity.**

One thing was important to Sparky, however — drawing. He was proud of his **artwork**. No one else appreciated

it. But that didn't seem to matter to him. In his senior year of high school, he submitted some **cartoons** to the yearbook. The editors rejected the concept. Despite this **brush-off**, Sparky was convinced of his ability. He even decided to become an **artist.**

So, after completing high school, Sparky wrote to Walt Disney Studios. They asked for samples of his artwork. Despite careful preparation, it too was rejected. One more confirmation that he was a loser.

2 **Match highlighted words with the definitions.**

1. to fail or cause to fail to reach the required standard in (an examination, course, etc.) _____
2. a person or thing that is a source of comfort in a time of suffering, grief, disappointment, etc _____
3. a rejection or dismissal of someone by treating them as unimportant _____
4. the state of being average or ordinary in quality _____
5. illustrations, photographs, or other non-textual material prepared for inclusion in a publication _____
6. a humorous or satirical drawing, esp. one in a newspaper or magazine, concerning a topical event _____
7. a person who practises or is skilled in an art, esp. painting, drawing, or sculpture _____

LISTENING

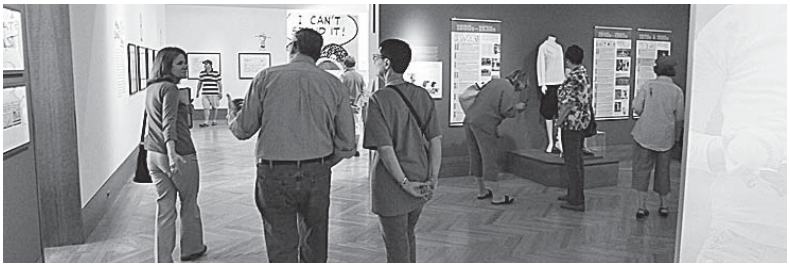
Listen to the end of the story. Tick the sentences as true or false.

	True	False
1. Sparky decided to tell his own life's story in cartoons.	☐	☐
2. The main characters would be little girls who symbolized the constant losers.	☐	☐
3. Sparky's cartoon character reminded people of the painful and embarrassing moments from their own past and their shared human nature.	☐	☐
4. The character soon became famous in Europe.	☐	☐
5. Sparky, the boy whose many failures never kept him from trying is the highly successful American cartoonist, Charles Schultz.	☐	☐

SPEAKING

Pair work. Student A (page 52). Student B (page 53). Ask and answer the questions to fill in with the missing information.

Basic Schulz Galleries Tour



The Basic Tour is built around the Charles M. Schulz Museum's mission to ….(What/ mission?). Visitors will be guided through the Museum's permanent exhibits, comprised of 3,588 comic strips; the Nursery Wall painted by Schulz in his Colorado home in … (When / paint?); the re-creation of Schulz's studio; the outdoor gardens, *Snoopy Labyrinth*, and more. The tour will also encompass the Museum's three changing galleries, where visitors can experience the breadth of Schulz's influence through varying themes.

Time: ….. ?

Availability: obtainable seven days a week; please reserve your tour at least three weeks in advance. Call (707) 579-4452 ext. 273 or email tours@schulzmuseum.org. *Please note that we are closed on the following holidays: New Year's Day, Easter Sunday, Fourth of July, Thanksgiving Day, Christmas Eve Day, and Christmas Day.*

Cost: $...(?)Adults, $8 Seniors (62 and over with ID), and … (?) Youth/Students (4–18 or with valid student ID)

Speaking. Student B. Pair work.
Ask and answer the questions to fill in the missing information.

Basic Schulz Galleries Tour

The Basic Tour is built around the Charles M. Schulz Museum's mission to preserve, display, and interpret the art of Charles M. Schulz. Visitors will see … (What/see?), comprised of 3,588 comic strips; the Nursery Wall painted by Schulz in his Colorado home in 1951; the re-creation of Schulz's studio; the outdoor gardens, *Snoopy Labyrinth*, and more. The tour will also encompass the Museum's … (How many/ changing galleries/ offer?), where visitors can experience the breadth of Schulz's influence through varying themes.

Time: 45–60 minutes, plus up to 60 minutes for visitors to stroll through the Museum's galleries independently. Please allow additional time to visit **Snoopy's Home Ice Arena** and **Snoopy's Gallery & Gift Shop** after your Schulz Museum visit.
Availability: …?
Cost: $10Adults, $... (?) Seniors (62 and over with ID), and $5 Youth/ Students (4–18 or with valid student ID)

WRITING

a) Take part in a cartoon creation. Fill in the bubbles.

PAT PAT PAT
YOUR BROTHER PATS BIRDS ON THE HEAD..
WHAT?
ARE YOU OUT OF YOUR MIND?!
ARE YOU TRYING TO MAKE US THE LAUGHING STOCK OF THE WHOLE COMMUNITY?
HOW LONG DO YOU THINK WE'LL LAST AROUND HERE IF WORD GETS OUT THAT YOU PAT BIRDS ON THE HEAD?
NOW, CUT IT OUT!!
HOW ABOUT DOGS?
DOGS ARE ALL RIGHT...YOU CAN PAT ALL THE DOGS YOU WANT.. IN FACT, SOCIETY APPROVES OF PATTING DOGS ON THE HEAD!
THERE ARE MANY THINGS I DON'T UNDERSTAND..
SIGH
SCHULZ

b) Write a paragraph about a person you know who has coped with a problem and succeeded.

Lesson 3

The History of British Fashion

"Fashion trends may come and go, but have any movements left a lasting legacy?"

DISCUSSION POINTS

1 **Look at the picture of Johnny Depp and say what image "the fashion icon" wants to convey through clothes.**

2 **Say whether these statements are true or false in your opinion.**

1. In schools many pupils dress down on Fridays, wearing less formal clothes.
2. An invitation or a restaurant will ask people to dress in smart-casual clothes which are informal, tidy and stylish.
3. A few people can buy designer label clothes but most people prefer to buy clothes more cheaply off the shelf.
4. A suit is suitable for most office dress codes in Moldova.
5. Choosing the right outfit, a set of clothes for a particular occasion, gives people much worry.
6. The bag should match your shoes.
7. The Italians have a reputation for being very stylish-both men and women dressed very well.
8. Ties are very old-fashioned. People don't wear them anymore.

READING

1a **Look at the pictures and read the article. Match each picture to a paragraph.**

Speaking of Britain's most famous and influential fashion movements, Richard Benson from Guide London said: ***"The history of British fashion is incredibly important to us, especially as past trends are constantly being reworked for modern fashion followers. "***

Teddy boys 1950s

In 1950s London, a new trend appeared in men's fashion. Teddy Boy trend became widely connected to American rock 'n' roll music scene. They said 'no' to the **dull** clothes of their parents' generation. The Teds wore knee-length coats or jackets with velvet **cuffs** and collars, a slim tie, coloured socks, and pointed suede shoes. Teddy girls wore pencil skirts, rolled-up jeans, flat shoes, jackets with velvet collars, straw hats, cameo brooches, and long, elegant clutch bags. Later they adopted the American fashions of voluminous circle skirts.

1960s Mod

Mod, short for Modernists, came onto the British fashion scene in the early 1960s. Aiming to recreate traditional Italian, French and American looks, Mod Fashion has come back into style several times. The typical Mod could be recognized by wearing a slim-fitting suit, usually of a dark colour, with a slim tie and light-coloured shirt, eye-catching handkerchief in breast pocket and **neat** haircuts. They rode motor scooters. Girls chose tight sweaters and mini-skirts.

1970s Punks

Coinciding with the music movement, punk fashion appeared in London. As many urban young punks had limited cash, they often bought old clothes from charity shops. They would then deconstruct the clothes, creating an often crudely constructed outfit. Some punks wore tight jeans, leather jackets (which are often decorated with painted band logos, pins and buttons, and metal **studs** or spikes) and footwear such as Dr. Martens boots. Nose, eyebrow and lip piercing were popular among punks.

1980s New Romantics

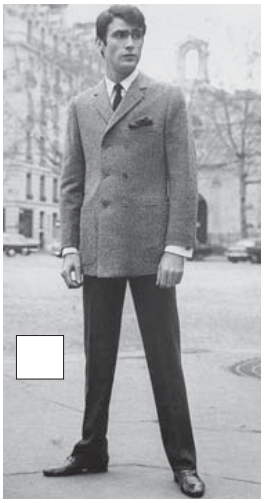
The subculture started in London nightclubs. The very essence of New Romanticism was self-expression. As such, followers wore bold clothing. This included shirts and jackets made from rich fabrics, like velvet and silk, **flamboyant** headwear. New Romantics would often wear bold make up.

Goths 1980s

Gothic Fashion became prevalent in the late 1980s, coinciding with music subculture. Goth had existed for two decades. Followers of Gothic fashion favour vampiric, dark clothing. This usually includes black clothing, loose-fitting gothic or rock band T-shirts, long, black leather jackets, studded belts, and black platform boots. It is common for both male and female Goths to wear dark make up, which involves heavy black eyeliner and black nail varnish. Hair is kept long and **dyed** black. The preferred music of Goths includes gothic rock, death rock, post punk and neoclassical, to name a few.

1990s Ravers

Inspired by the high-energy style of **rave** music, rave fashion was bold, bright and unmistakable. Key items include: oversize smiley face t-shirts, **fluffy** leg or arm warmers, neon and bright colours clothing. Music includes house, techno, dub step, drum and bass.



1b **Answer the questions.**

1. How can one recognize Goths ?
2. What did the Teds reject wearing?
3. What is the origin of 'Mod'?
4. What fashion movement has been inspiring piercing lovers?
5. What is the essence of New Romantics movement the way you understand it?
6. What element is frequently met in rave fashion?
7. What influenced the way people dressed in 1950s- 1990s?

1c **Match the highlighted words in the text to the correct definitions.**

1. not interesting or exciting – **dull** –
2. arranged or done carefully; tidy –
3. soft and light –
4. coloured (e.g. about hair) –
5. extravagant; showy –
6. enthusiastic, extravagant, free –
7. the end parts of sleeves –
8. a large-headed nail used to fasten shirtfronts, collars, etc –

1d **Find and circle materials in the word search.**

n	y	l	o	n	g	n
s	u	e	d	e	h	o
i	o	a	v	b	i	w
l	u	t	e	c	g	o
k	s	h	l	d	k	l
e	t	e	v	e	l	l
f	u	r	e	f	m	e
a	c	o	t	t	o	n

1e **Circle the odd one out.**

1.tight, loose, fitted, short,
2. silk, stylish, smart, trendy,
3. woolen, suede, nylon, rave,
4. cuff, collar, straw, shirt,
5. pin, button, stud, fur.

SPEAKING

Work in pairs. Answer the questionnaire.

Are you fashion conscious?

1. How would you define your own style in clothes?

a) I like the latest trends. b) I like classy clothes. c) I wear what I like.

2. How much do you know about the latest fashion?

a) I am very well-informed. b) I know something. c) I have no idea!

3. Do you go straight to the shop when the latest craze or fad appear?

a) I go and buy it. b) No, I don't. I think about it first. c) I usually ignore it.

4. Is it important to spend a lot of money to be "stylish"?

a) Not at all b) Quite a lot c) Extremely important.

5. What clothes informally described do you prefer?

a) dressy (suitable for formal occasions), b) skimpy (close fitting, using little material),
c) baggy (loose, e.g. of sweater), snazzy (modern, stylish).

6. What may the person's outfit reveal about his/her character?

a) It may reveal his values. b) It may reveal his sense of beauty.
c) The way the people are dressed say almost nothing about his/her character.

WRITING

Write a paragraph about the image you would like to convey through clothes.

Lesson 4

Literary Focus
Keep up With the Times

"Nothing is beautiful from all points of view."
Horace

1 **The word 'art' has several meanings. Which ones come to your mind right now?**

2 **Guess the meanings of the word 'art' in the following sentences. If necessary, consult a dictionary.**

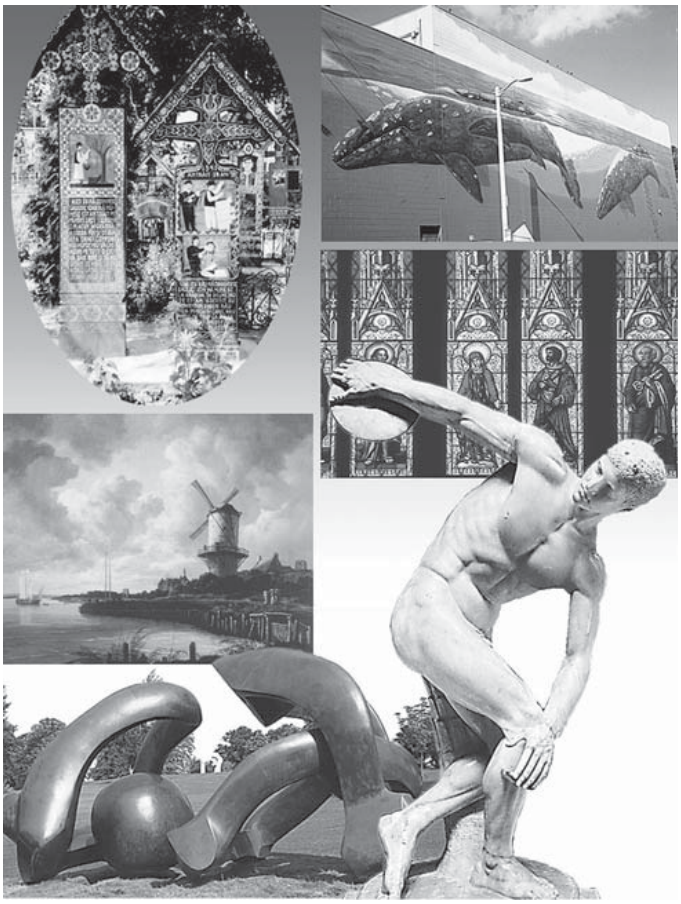
a. History, literature and philosophy are *arts*, while chemistry, physics and biology are sciences.
b. Hers is *the art* of making friends, mine is *the art* of treating them well.
c. Recently they have visited the *Art Museum* in Craiova situated in a building built in an architectural style combining Renaissance with late Baroque.
d. In spite of all her *arts,* the young man was not attracted to her.
e. In every *art* it is good to have a master.
f. *Art* is long and time is fleeting.
g. He who has *an art* has everywhere a part.

3 **a. Draw the arrows pointing into the correct direction.**

b. Complete the map with the words below. Point the arrows correctly.

Abstract, work of, pop, black, modern, museum, man of, decorative, poetic, liberal, military, plastic, form, film, glass, of conversation, naïve.

DISCUSSION POINTS



c. Match some of the word combinations in b with the pictures they refer to. Explain your choice. Explain the meaning of the rest.

4 **Match the two halves to reconstruct some quotations about art. Agree or disagree with them.**

1. Art has no enemy	a. is to correct nature.
2. Art is an effort to create	b. that the world has known.
3. Art is collaboration	c. means to be sincere.
4. The secret of arts	d. but ignorance.
5. To be natural in arts	e. more to be admired than to be loved.
6. An artist needs	f. but a conquest.
7. Art is not an imitation	g. between God and the artist.
8. Art is the most intense mode of individualism	h. beside the real world a more human world.

5 **Explain the title of the lesson. Why do you think one should keep up with the times?**

6 **Comment on the quotation of the lesson.**

READING

1 **Work in pairs. The characters of the story "*Fair of Face*" that you are going to read are John Franklin, the narrator, Aubrey Melcombe, Deborah Franklin and Rosamund Clegg. Try to predict:**

a. the relationships between the characters.

b. the occupation each of them has.

You may choose out of the following: *assistant at the museum, student, in charge of the museum, no occupation, colleague.*

Share your predictions with the other pairs.

2 **Work in two groups. Each group will have a definite time to cope with the following tasks:**

Group 1. Scan the text to find as much evidence as possible that will either confirm or invalidate the predictions you have made. Get ready to answer the questions of Group 2.

Group 2. Write down as many questions as you manage about the characters you would like to find answers to by asking Group 1.

3 **Work in the same groups. Discuss what you have learned about the characters and their relationships. Synthesize your findings. Choose a speaker to share the final variant. Compare the variants. Come to a consensus. Draw conclusions.**

4 **Read the text and check. Tell whether you agree with the author that if a person has good looks "it would be asking too much to expect anything startling in the way of brains."**

FAIR OF FACE

by Cyril Hare

John Franklin, who was my contemporary at Oxford, invited me to stay with his people at Markhampton for the Markshire Hunt Ball. He and his sister were getting up a small party for it, he said.

"I've never met your sister," I remarked. "What is she like?"

"She is a beauty," said John, seriously and simply.

I thought at the time that it was an odd, old-fashioned phrase, but it turned out to be strictly and literally true. Deborah Franklin was beautiful in the grand, classic manner. She didn't look in the least like a film star or a model. She had never been a deb, which was just as well, for she would have made the other debs look more than ordinarily silly. I suppose her vital statistics were in order, but looking at her you forgot about them. It was the sheer beauty of her face that took your breath away.

With looks like that, it would be asking too much to expect anything startling in the way of brains, and I found Deborah, though amiable, a trifle dull. She was of course well aware of her extraordinary good looks, and was perfectly prepared to discuss them, without conceit, just as a man seven feet high might talk about the advantages and inconveniences of being tall.

Most of our party were old friends of the Franklins, who took Deborah for granted as a local phenomenon, but among them was a newcomer–a young man with a beard named Aubrey Melcombe, who had lately taken charge of the local museum. As soon as he set eyes on Deborah he said:

"We have never met before, but your face, of course, is perfectly familiar."

Deborah had evidently heard that one before.

"I never give sittings to photographers," she said, "but people will snap me in the street. It's such a nuisance."

"Photographs!" said Aubrey. "I mean your portrait–the one that was painted four hundred years ago. Has nobody ever told you that you are the living image of the Warbeck Titian?"

"I've never heard of the Warbeck Titian," said Deborah, which was rather letting the side down, for Warbeck Hall is near Markhampton and its pictures are famous, though of course only visitors go to see them.

"Truly," said Aubrey, "I dwell among the Philistines. But you shall judge for yourself. Lord Warbeck is lending the Titian to an exhibition in aid of the Cathedral Fund which we are organizing in the spring. I'll send you a ticket for the opening."

Then he went off to dance with Rosamund Clegg,

Word Study

deb. (short for debutante) ['debju:ta:nt], *n.* – (French) a young girl or woman during her first season in society

conceit [kən'si:t], *n.* – too high an opinion of oneself or of one's ability, importance, etc.

nuisance ['nju:sns], *n.* – thing or person that annoys, troubles, offends or is disagreeable

tint, *n.* – a. variety of colour; b. a delicate or pale colour

carmine ['kɑ:mɪn], *adj.* – deep red with a tingle of purple

garb, *n.* – kind of clothing

unruffled, *adj.* – not disturbed, calm

mirthlessly, *adv.* – without joy or fun

wryly ['raɪlɪ], *adv.* – ironically

his assistant at the museum. She had a face which didn't distract you for one moment from her vital statistics, and was said to be his fiancee.

I did not care much for Aubrey, or for his young woman, but I had to admit that they knew their job when I came to the opening of the exhibition a few months later. They had gathered in treasures of every sort from all over the county and arranged them admirably. The jewel of the show was, of course, the great Titian. It had a wall to itself at the end of the room and I was looking at it when Deborah came in.

The likeness was fantastic. Lord Warbeck had never had his paintings cleaned, so that Titian's flesh tints were golden and carmine, in vivid contrast to Deborah's pink and white. But that apart, the face behind the glass might have been her mirror image. By a happy chance she had chosen to wear a very plain black dress which matched up well to the portrait's sombre garb. She stood there still and silent, staring at her centuries-old likeness. I wondered what she felt.

A pressman's camera flashed and clicked. First one visitor and then another noticed the resemblance, and presently the rest of the gallery was deserted. Everyone was crowding round the Titian to stare from the painted face to the real one and back again. The only clear space was round Deborah herself. People were pushing each other to get a good view of her profile, without losing sight of the Titian, which fortunately was in profile also. It must have been horribly embarrassing for Deborah, one would have thought, but she never seemed to notice them. She went on peering into the picture, utterly absorbed, for what seemed a very long time. Then she turned round and walked quickly out of the building. As she passed me I saw that she was crying–a surprising display of emotion in one so calm.

About ten minutes later Aubrey discovered that a pair of Degas statuettes was missing from a stand opposite the Titian. They were small objects and very valuable. The police were sent for and there was a considerable fuss, but nothing was found. I left as soon as I could and went to the Franklins'. Deborah was in.

"Have you got the statuettes?" I asked.

She took them out of her handbag.

"How did you guess?"

"It seemed to me that your reception in front of the Titian was a put-up show," I explained. "It distracted attention from everything else in the room while the theft took place."

"Yes," said Deborah, reflectively, "Aubrey arranged it very cleverly, didn't he? He thought of everything. He even helped me choose this dress to go with the one in the picture, you know."

"And the press photographer? Had he been laid on, too?"

"Oh yes. Aubrey arranged for someone to be there to photograph me. He thought it would help to collect a crowd. Not that I usually need that sort of thing to make people stop and look at me, of course."

Her coolness was astonishing. If her tone betrayed a hint of bitterness at the failure of the scheme, there was not a trace of remorse. The serene beauty of her face was as unruffled as ever. Even with the damning evidence of the statuettes in front of me, I found it hard to believe that I was talking to a thief.

"It was a very cleverly thought scheme altogether," I said. "You and Aubrey must have put a lot of work into it. I had no idea that you were such friends."

I had spoken somewhat harshly, and for once I seemed to have made some impression on her maddening calm. There was a flush on her cheeks as she replied:

"Oh yes, I've been seeing a good deal of him lately. Ever since the Hunt Ball, in fact."

After that there didn't seem to be much more to say. The picture was fairly complete in my mind, though why such a magnificent creature as Deborah should have fallen for a young insgnificant person like Aubrey was something that puzzled, and will continue to puzzle me.

"There's one thing I don't quite understand," I said finally. "People were surrounding you and staring at you up to the moment you left the gallery. How did Aubrey manage to pass the statuettes to you without anyone seeing?"

This time there was no doubt that, I had roused her out of her calmness. She rounded on me in a fury of surprise and indignation.

"Pass the statuettes to me?" she repeated. "Good God! Are you suggesting that I helped Aubrey to steal them?"

She looked like an angry goddess, and was about as charming.

"But– but–" I stammered. "But if you didn't, who did?"

Phrases And Idioms

to take one's breath away – to startle or surprise someone
to be aware of – to have knowledge
to take something or someone for granted – to accept something or someone as true or certain without discussion
to take charge of – to be responsible for
to see a good deal of – to see much of someone; to meet someone often
to fall for (colloq.) – to be attracted by the merits of (esp. when deceived)
to make no bones (about) (colloq) – to make no attempt to conceal or deny

5 **Find in the text words synonymous with the following ones.**

a. uncommon (line 8)
b. very thin (15)
c. appearance (17)
d. attractive (19)
e. vanity (21)
f. disconfort (23)
g. to live (43)
h. to decide (46)
i. valuables (55)
j. side view (75)
k. larceny (97)
l. non-success (108)
m. sign (110)
n. peaceful (111)
o. anger (134)
p. to hesitate (140)

6 **A. Read the text more attentively and fulfill the tasks that follow.**

State whether the statements are true (T) or false (F).

1. Deborah was taken for granted as a local phenomenon but she didn't excel in the way of brains.
2. Aubrey and Rosamund were not successful at all at organizing the exhibition.
3. It was Aubrey who had arranged everything for the theft.

B. Answer the following questions.

1. What did Aubrey mean by saying that he dwelled among the Philistines?
2. Do you think Deborah realized she was used by the other two in carrying out their well-thought plan? Give reasons.
3. Who do you think had stolen the statuettes and why? What makes you think so? Bring reasonable arguments.

LISTENING

1 **Listen to the second part of the text and compare the ending with the answers you gave in exercise 6B, question 3. State how similar or different they are.**

2 **Comment on the ending of the story. Did you expect the story to end this way? Give reasons.**

3 **Choose the letter of the definition which comes closest in meaning to the words in bold. Consult the dictionary, if necessary.**

1. Aubrey gave them to her while all the **uproar** was going on in front of the Titian.
   a. humour *b. noise* *c. excitement*
2. When old, Deborah would still look like a classical goddess, but one aware of the **follies** of mankind and a little **weary** of them.
   a. mistakes *b. foolishness* *c. wisdom*
   a. afraid *b. tired* *c. patient*
3. "Of course, I fell for it", said Deborah and laughed **mirthlessly**.
   a. merrily *b. angrily* *c. gloomily*
4. Deborah smiled rather **wryly**.
   a. ironically *b. friendly* *c. carefully*

4 **Use a prefix from the box to form words antonymous to the ones given below.**

Friendly, advantage, convenience, perfect, fortune, to use, to estimate, proper, aware, complete, chance, fair, to handle, real, to judge, respect, favourable, admissible, to inform, credulous, resistible, to value, alienable.

Un
mis
dis
under
im
ir
in

5 **In the following examples choose the word that best suits the meaning of each of the sentences and use it in the correct form. Use a dictionary to check your answers.**

1. a. He takes much … in his work.
   b. … makes her think there's no one equal to her.
   c. We did intend to tickle her … by saying that.
   vanity, pride, conceit
2. a. She was … at the tag of her dress over her spectacles.
   b. The child … intently at the strange animal.
   c. She didn't even … at his outrageous proposal.
   peer, blink, gaze
3. a. It is … that he hasn't written for a whole month.
   b. What a(n) … block of flats. It has only one entrance.
   c. This is a matter of … interest.
   peculiar, odd, strange
4. a. The Louvre has … a painting to the National Gallery.
   b. Will you … us your ladder for some time?
   c. May I … your book for a while?
   loan, borrow, lend
5. a. The music … them from their studies.
   b. A big crowd was … to the scene of the accident.
   c. He seldom … his wife any compliments.
   attract, pay, distract

6 **Use the verbs in parenthesis in the correct tense.**

… When he was gone, a tall pale youth with long hair, who *(to wait)* patiently for Mr. Bigger all the time, *(to appear)* in the doorway. His eyes *(to be)* dark and melancholy; his expression, his general appearance *(to be)* romantic and a little pitiable.

"Sorry *(to keep)* you waiting," *(to say)* Mr. Bigger. "What you *(to want)* to see me for?"

The young man *(to hesitate)*. "The fact *(to be)*," he *(to say)* at last, "I *(to be)* horribly short of money. You can *(to pay)* me for that thing I *(to do)* for you the other day?"

"How much we *(to settle)* it for?"

"Twenty pounds, I *(to think)*."

"Make it twenty five," *(to say)* Mr. Bigger generously.

"Thank you. I *(to suppose)* you wouldn't like to have a show of my landscapes."

"No, nothing of your own," *(to reply)* Mr. Bigger.

7 **Fill in with the correct preposition.**

1. They were … earnest conversation. … time … time they would halt and one … them would explain something … the other who, … turn, would nod his head. 2. He reached his house … midnight and stared … her … amazement. 3. She made a great impression … me. 4. Just before Christmas they decided to pass … London … their way … Paris. 5. He wrote his resignation … the chairman … the board … directors, … order that he should be prepared to hand it … him … once. 5. Two young girls … red came … . 6. I beg your pardon … calling you … your name. 7. He will suffer no one to interfere … his business.

SPEAKING

1 **Exchange Opinions.**

1. How much information do you learn from the title? Do you think it suits the story? Why or why not? Think of your own title to it. Explain your choice.
2. Do you think the setting makes a strong contribution to the story's overall impact and meaning? Give reasons.
3. Speak about the composition of the plot. How soon does the author reveal the truth to the reader?

2 **Discuss about the Characters.**

1. What ways of developing the characters does the writer use? Does he make any comments about them? Cite the text to prove your answer.
2. What is the role of the narrator? Is he involved in the action and how much? Is it from mere curiosity that he decides to go to Deborah as soon as he learns that the statuettes have been stolen? How much do you think he cares about Deborah and why?
3. How much information do we learn about Rosamund Clegg? Why does the author prefer to cast a shadow on her? Do you consider her to be the head of all evils? Why or why not? Is she to blame for what she has done?
4. What do we learn about Aubrey? Do you think he had planned beforehand to involve Deborah into the larceny or maybe he himself fell into Rosamund's trap?
5. If Aubrey and Rosamund wanted to get married and they needed money, why did they then take the statuettes to Deborah? What does the author mean when he says: "I had to admit that they knew their job"? How did he guess that it was a "cleverly concocted scheme?"
6. Aubrey says: "I dwell among the Philistines." Who do you think he refers to and why?
7. Deborah turns out to be deceived by the other two. What characteristic features of hers do Aubrey and Rosamund take advantage of to make her become a cover girl?
8. Deborah says: "It was Rosamund's idea in the first place. I am sure of that. Aubrey hasn't the wits to think of anything so clever." Do you think she is right in the end? What makes you think so?
9. Why do you think Deborah decides to take the statuettes back to the gallery? Is it really silly of her to do so, or are there any reasons she wouldn't like Aubrey to be prosecuted? What could these reasons be? What does she gain by acting this way?
10. Speak on the author's attitude to the heroine of the story.

3 **Critical Thinking.**

1. Deborah's innocence may be considered one of life's ironies. On the one hand, it is innocence that made her fall into the trap Audrey and Rosamund set for her. On the other hand, it is again from innocence that she decides to return the statuettes to the gallery without "too much fuss," thus spoiling their plans definitely. What lesson do you think Deborah learns after all? What lesson should the readers learn? What moral would suit the story and why?

WRITING

Fulfill one of the tasks below.

1. Write an imaginary interview with Deborah. Prepare a list of yes/no questions, as well as open-ended ones, in order to find out the most important things you are interested in. Use both the text and your imagination.
2. Write a summary of the text "Fair of Face".
3. In about 230-250 words comment on one of the statements:
   a. "All things truly wicked start from innocence".
   b. "Everything has beauty, but not everyone sees it". *Confucius*
   c. "Inner beauty, too, needs occasionally to be told it is beautiful". *Robert Brault*

Culture and Civilization

The Waterloo Sunset

DISCUSSION POINTS

1 **Match the names with the pictures and be the winner of the quiz: " How well do you know London?"**

1. Big Ben
2. The Houses of Parliament
3. Westminster Cathedral
4. Buckingham Palace
5. Windsor Castle
6. Piccadilly Circus
7. Trafalgar Square
8. St Paul's Cathedral
9. The City of London
10. The Tower of London
11. Tower Bridge
12. Shakespeare's Theatre rebuilt
13. The National Gallery
14. Waterloo Station
15. Mme Tussauds

2 **Write the name of the place to visit next to its description.**

1. e.g. **Waterloo Station** is a Central London railway terminus and London Underground station. It is located near the South Bank of the River Thames. A railway station on this site first came into being in 1848.
2. The **Palace of Westminster** is the meeting place of the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom. It is commonly known as the ... after its occupants.
3. … is the nickname for the Great Bell of the clock at the northern end of the Palace of Westminster in London, and often extended to refer to the clock and the clock tower. The tower is officially known as the **Elizabeth Tower**.The tower holds the second largest four-faced chiming clock in the world. The tower was completed in 1858.
4. … The castle was used as a prison from 1100 until 1952, although that was not its primary purpose. A grand palace early in its history, it served as a royal residence.
5. … is a road junction and public space of London's West End in the City of Westminster, built in 1819 to connect Regent Street with Piccadilly. In this context, a circus, from the Latin word meaning "circle", is a round open space at a street junction.

3 **As you read about Madame Tussaud's, find out why Madame Tussaud's is in and out of time.**

Madame Tussaud's London

For more than 200 years Madame Tussaud's has entertained and amazed people of all ages, nationalities and from all walks of life. After all, where else can you mingle with movie stars, be counted amongst world leaders, or line up alongside your sports heroes. Getting close to the stars has never been easier or more fun. The founder, born as Marie Grosholtz, came face to face with death. As a wax-worker of renown in Paris and former art tutor, she was

commanded by the leaders of the French Revolution to take death masks from the decapitated heads of the victims of the guillotine. Having married a civil engineer, Francois Tussaud, she came to London early in the 19th century and by the time of her death in 1850 at the age of 89, her waxworks were famous.

Today, a place in Madame Tussaud's is one of the ultimate accolades of fame, and the current celebrity list includes around 400 stunningly life like figures. Employing the best sculptors to create the most life-like reproduction, Madame Tussaud's is particularly famous for its attention to detail. Most figures are sculpted from sittings with the actual person, and each takes about six months to complete. All the historic characters have been created after meticulous study of old portraits and sculptures. The costumes are re-created as accurately as possible – you won't for instance find a Velcro fastening on a dress worn by Queen Victoria.

From the first sitting to completion, it takes around six months to create a figure, each costing about £30,000. Over 150 precise measurements are taken to create an accurate portrait. A completely new hair style for a figure can cost well over £1,000 as each hair has to be individually inserted, taking about five weeks. All the figures regularly have their hair washed and styled just like anyone else would at a hairdresser.

"People actually talk to the stars," says a spokesperson for Madame Tussaud's. Men and women tend to like different figures. The figure most photographed by men is Naomi Campbell, and the most photographed by women is Brad Pitt. However, the attention from the public isn't always friendly–for instance, Hitler had to be put behind a special glass screen in the Chamber of Horrors because people couldn't stop abusing him.

In 1850, Charles Dickens started a false rumour that anyone who could make it through the night in the Chamber of Horrors would receive a cash reward. In fact only two people have spent the night there.

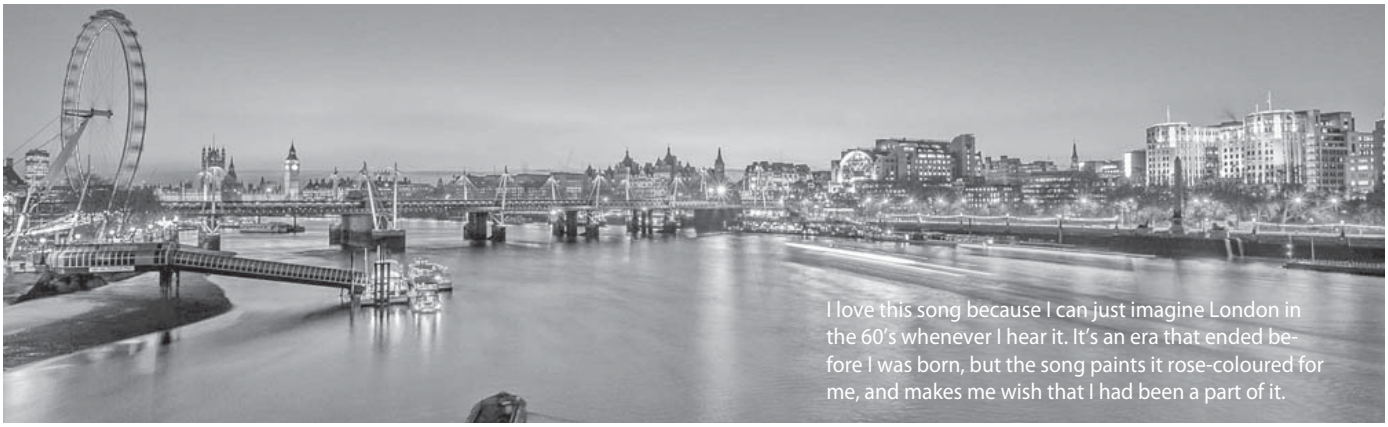
In 1844, a night watchman accidentally found himself locked in overnight, but managed to get through the ordeal by fortifying himself with strong liquor all night.

BBC reporter Brian Johnston attempted to stay but was released in a state of nervous exhaustion at only 11pm!

4 **What stands behind each figure?**
Example: 200 stands for the 200 years Madame Tussaud's has entertained and amazed people of all ages.

200 30 000	1850 1 000	89 1844	150 19th

5 **A. Go to page 142. Listen to the song *The Waterloo Sunset* and fill in.**
B. Read a comment on the song and write your own by analogy.


I love this song because I can just imagine London in the 60's whenever I hear it. It's an era that ended before I was born, but the song paints it rose-coloured for me, and makes me wish that I had been a part of it.

WRITING

Project work.
Design a "My native place" holiday guide for English-speaking visitors. Use the language related to sightseeing.

Very touristy, really worth visiting if you are interested in architecture, famous for its historical monuments, packed with tourists in the summer, take photographs, buy souvenirs, go out, have a good time, buy a guidebook, a map of the town, go on a sightseeing tour of a town / castle / cathedral / art gallery / temple

Writing Skills Development

The Perfect Paragraph

"The art of writing is the art of discovering what you believe."
Gustave Flaubert

DISCUSSION POINTS

1. When you write a paragraph, what types of information do you include?
2. How do you tell the reader what it is about?
3. How do you know when to start a new paragraph?
4. How many paragraphs are there generally in an expository essay? How many in an argumentative / persuasive essay?

READING

S.E.E. paragraphs **(SAY IT, EXPLAIN IT, GIVE EVIDENCE or EXAMPLES)** are a basic building block of informational writing. They help the reader to understand your main idea, and they help to convince the reader you are correct.
If the prompt said, "Tell me something, I would not otherwise know about you," you should use a S.E.E. paragraph to explain something about yourself and convince the reader it is true.

S Say it:
E Explain it:
E Give Evidence or Examples:

More tips to writing the perfect paragraph:

- In an essay, each paragraph should only contain one idea!
- In a short answer scenario like the Culture and Civilization topics on the Baccalaureate, each part of Explain it, should have corresponding pieces of evidence.

Something you would not know about me otherwise is that I might be small, but I am really strong. **I am strong because I exercise a lot as work and for fun.** *When I work in the vineyards with my parents I am the one who can carry all the heavy things, the tools, the grapes we harvest. I can carry 25kg on each shoulder easily. During the winter, I go to the gym and lift weights. There are guys there who are bigger than me, but I can still lift more weight than them. In fact, I can lift my bodyweight and they can't.*

Something you would not know about me otherwise is, even though I am quiet and shy when I am at school, with my friends at home, I am the person everyone listens to. **I have known my friends at home for all my life and I am very comfortable with them.** *In elementary school my friends started spending all their free time at my house. When they were there I was the person in charge so they got used to listening to me. I was also very loud and energetic back then so it was hard not to listen to me! I still am in charge around my friends, just this last weekend, I dragged everyone to karaoke and made them sing.*

The underlined sentence, the SAY IT sentence, is almost always at the very beginning. It is also called a topic sentence, because everything in the paragraph is about that topic.

The section in **bold**, the EXPLAIN IT sentence, explains the WHY? of the SAY IT. It connects the SAY IT sentence to the EVIDENCE or EXAMPLES. Sometimes SAY IT and EXPLAIN IT can be part of the same sentence joined by using "because". As long as the ideas are both there, it is fine as one sentence.

Notice there is much more script in *italics* (EVIDENCE or EXAMPLES) than there is in **bold.** (EXPLAIN IT). How many pieces of evidence do you see in each example?

Does the writer make one clear point that responds to the prompt, "Tell me something, I would not otherwise know about you"? Do they convince you what they say is true?

1 **Read the following paragraph and identify the S.E.E. components.**

The Great Lakes, Lakes Superior, Michigan, Huron (or Michigan–Huron), Erie, and Ontario, deserve the name "Great." These five lakes on the Canadian-United States border are so large they are sometimes called inland seas. They have rolling waves, sustained winds, strong currents, great depths and distant horizons. They form the largest group of freshwater lakes on Earth. They contain 21% of the world's fresh water by volume. The total surface is 94, 250 square miles (244, 106 km2). Lake Superior is the largest continental lake in the world by area, and Lake Michigan is the largest lake that is entirely within one country.

1. Can you identify the SAY IT sentence?
2. What is the EXPLAIN IT sentence?
3. How many pieces of evidence in this paragraph support the idea in the SAY IT sentence?
4. Is everything in the paragraph about the SAY IT sentence? Are you convinced it is true?

2 **In a group of three or four, write a S.E.E. paragraph explaining to an English-speaking visitor something he or she does not know about your town, region or country. Proofread your work.**

1. Underline your SAY IT sentence.
2. Highlight your EXPLAIN IT sentence in one color.
3. Count the number of pieces of evidence you use in your EVIDENCE or EXAMPLES and highlight them in another colour.

Types of Evidence: The three kinds of evidence are: Facts, Examples, and arguments from an Authority.

In the paragraph below, an (F) is placed next to a fact, an (E) for examples and an (A) for authority.

SAY it: The Grand Canyon is the best of the 7 Natural Wonders of the World.

EXPLAIN IT: Not only is it extraordinarily big, it reveals 2 billion years of the Earth's history, and you can also do many fun activities in and around it.

EVIDENCE: The Grand Canyon is 5,000 sq km. (F) It is so big you can see it from space. (F) It is in the state of Arizona but touches the borders of two other states, Utah and Nevada.(F) You can stand on one side and cannot see the other! (F) The Grand Canyon was formed by the Colorado River carving down through the Earth's surface and 6 million years of geologic activity including earthquakes. (F)These processes have uncovered 2 billion years of the Earth's processes showing animal and plant fossils embedded in the rock. (F, E) There are also a lot of ways you can have fun and explore in the Grand Canyon. You can hike, white water raft, or ride horses in it. (E)You can also go for a walk on a glass walkway on the Western Rim of the Canyon. If you can look down, you will see the canyon floor 4000ft/1,200meters below you! It isn't just my favourite. UNESCO has declared it a World Heritage site and called it "the most spectacular gorge in the world." (A)

3 **Identify the types of evidence given here, (F) Fact, (E) Example, (A) Authority**

SAY IT: The Great Barrier Reef is the best of the 7 Natural Wonders of the World. EXPLAIN IT: because it is the largest structure made by living organisms and houses thousands of interesting species of animal life.

EVIDENCE: The Great Barrier Reef, off the coast of Australia, is the world's largest coral reef system. It connects thousands of reefs and 900 islands. It is so big it can be seen from outer space. The Great Barrier Reef is the home to 1,000 different species of animal life including dangerous and endangered species. Saltwater crocodiles live on the Reef as do 100 species of sharks and sting rays. Surfing off the Reef is considered dangerous because the Great White shark is one of the shark species that attacks people. Sting rays, especially the very big ones can also kill humans if they sting them. There are many endangered species that also live on the reef including the dugong (sea cow) and the large green turtle. The coral reef itself is the most interesting example of animal life there. The Great Barrier Reef is made up of 400 different species of both hard and soft coral. Coral grows by mass spawning events when the sea warms during particular times of the year. Male coral produce their part, the female coral produces theirs and the sea mixes them to create new baby corals. Finally, The Great Barrier Reef is a UNESCO World Heritage Site because the organization considers it a "site of unique beauty and diversity."

4 **Research the other 5 Wonders of the Natural World, Write a S.E.E. paragraph about the one you think is the best.**

Round Up

DISCUSSION POINTS

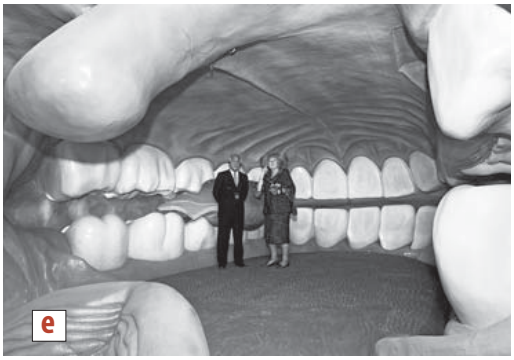
1 What is the main purpose of a museum?

2 What do you expect to find in a museum?

3 What is the best way of going round a museum? (with a guide, in a group, on a conducted tour or on your own?)

LISTENING

1 Match the pictures to their descriptions.



2 Write the letter of the corresponding image with the correct description of the museums below.

1. With a building in the shape of a melted piano, this museum is devoted to popular culture and all rock and roll things and science fiction. ☐
2. Calling itself the "Happiest Place on Earth," this museum is devoted to cuddly and lovable rodents with big ears. ☐
3. Hoping to encourage health, the creators of this museum created a 35-meter replica of a human body. ☐
4. Founded in 1990 in honour of his cat, Tom, William Meijer created this museum as a tribute to all feline things. ☐
5. You'll need scuba equipment or a glass-bottomed boat to visit this fantastic art museum of life-size sculptures. ☐
6. The Fashion and Textile Museum museum is a place of learning, ideas and networking for the fashion and jewellery industry. ☐

3 Listen and fill in with missing words.

Museums come in all ... ... (1). People all over the world are devoted to their passions, interests and hobbies. Here are some descriptions of actual museums. See if you can match the description with the name of the museum.

With a building in the shape of a melted guitar, this museum is ... (2) to popular culture and all things rock and roll and science fiction. It was ... (3) by Microsoft co-founder Paul Allen in 2000, and boasts the largest collection of rare artifacts and paraphernalia celebrating rock and roll greats Jimi Hendrix and the band Nirvana.

Calling itself the "Hoppiest Place on Earth," this museum is devoted to cuddly and lovable rodents with big ears. You can find ceramic, cartoon, plastic, and fabric rabbits ... (4) in this museum; 28,000 in all. But don't forget to bring some carrots for the 7 live rabbits as well.

Hoping to encourage health, the creators of this museum created a 35-meter ... (5) of a human body. You enter through a sore in the leg and wander throughout the digestive system and can even jump up and down on the tongue. Be careful with the teeth, however, they might be sharp.

Founded in 1990 in honour of his four-legged friend, Tom, William Meijer created this museum as ... (6) to all feline things. There are paintings, sculptures and an assortment of art pieces that will tickle the fancy of any cat fan. You'll also find 5 live cats in residence.

While most museums are found in buildings, you'll need scuba equipment or a glass-bottomed boat to visit this fantastic art museum of life-size sculptures. Each of the sculptures is made of special clay to ... (7) marine growth, so one day this may be an eco-museum as well as an art museum.

The Fashion and Textile Museum is a cutting edge centre for contemporary fashion, textiles and jewellery in London. Founded by iconic British designer Zandra Rhodes, the centre showcases a programme of changing exhibitions exploring elements of ... (8), textile and jewellery. Situated in the heart of fashionable Bermondsey Village, in a fantastic building designed by Mexican architect Ricardo Legorreta, the FTM aims not just to display and ... (9) items relating to fashion, jewellery and textile design, but to offer inspiration to a new generation of creatives. Now redeveloped and operated by Newham College, the museum is a hub of learning, ... (10) and networking for the fashion and jewellery industry.

4 Give a dictionary-like definition to any word in exercise 3. Ask your classmates to guess the words.

WRITING

Read from 'Museum Etiquette' elaborated by bad guys and work out a leaflet "Museum Etiquette 2" from the perspective of the museum's administration.

Museum Etiquette

MUSEUMS ARE OUR HALLOWED HALLS OF CULTURE, BUT DON'T HOLD THAT AGAINST 'EM. THEY DEMAND RESPECT, MAN. SO THE NEXT TIME YOU GET DRAGGED INTO ONE OF THESE DUSTY OLD DUMPS, REMEMBER TO BEHAVE. HERE'S HOW:

AT THE NATURAL HISTORY MUSEUM

– Attach bargain price tags to the stuffed animals.
– Tape signs on the backs of museum guards that say " NEANDERTHAL MAN."
– Climb inside a dinosaur skeleton and pretend you're a prisoner of the museum.
– When you look at the wooly mammoth skeleton, ask "Where is the beef?"

AT THE ART MUSEUM

— Turn all the modern art paintings upside down and see if anyone can tell the difference.
— Create your own installations using bits of paper, a shoelace, the bread crust from your ham sandwich, and see if the other patrons admire it.
— Put SOLD stickers on the artwork.

SPEAKING

Work in 2 teams. Agree or disagree with the statement.

All Works of Art Should Be Returned to the Museums of the Country They Came From.

Team A agrees with the statement. These ideas might help you:
– art is part of national heritage.
– works of art lose their original environment.
– only the state can afford proper protection.
– culture belongs to the people.

Team B disagrees with the statement.
– no funds available to re-purchase.
– a corrupt state could misuse privilege.
– owners not prepared to sell.
– suggestion undemocratic.

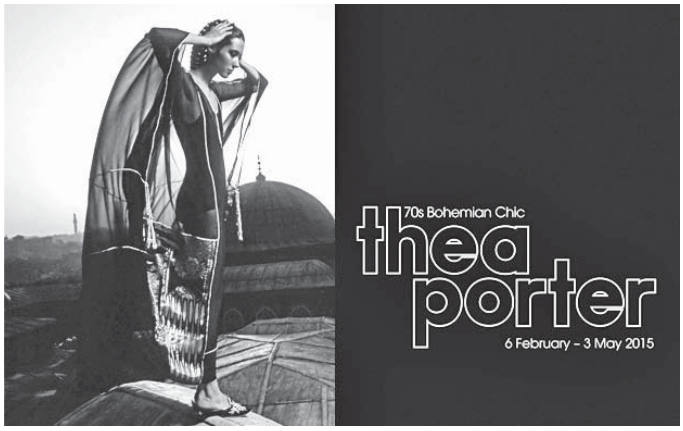
Test Three

1 **Read and cross out the extra word.**

The major museums in London are the British Museum with the national/local (1) collection of antiquities, the Victoria and Albert Museum, which houses/makes (2) the world's largest display/exhibition (3) of the decorative arts, the Natural History Museum and the Science Museum. There are numerous other small museums in London and throughout the country, with the emphasis on history/ heritage (3). Art galleries in London which house permanent/temporary (4) collections include the National Gallery and the Tate Gallery, which is the nation's gallery of British Art and the national museum of modern art. These galleries hold/put on (5) special temporary exhibitions. The Hayward Gallery and the Royal Academy put on a series of shows, some of which are extremely popular. The Royal Academy is famous for its Summer/ Winter (6) Exhibition. Outside London there is the Burrell Collection/ Selection (7) near Glasgow and the Tate Galleries in Liverpool. Most major towns and cities have their own museums and art galleries.

2 **Read the articles below. Deduce and write the main purposes of the museum and fashion exhibitions.**

The first-ever exhibition on the fashion and interior design of Thea Porter (1927–2000) who pioneered bohemian chic in the 1960s and 1970s. Her shop in Greek street, in Soho opened in 1966 and instantly drew a rock and film star crowd of clients from the Beatles and Pink Floyd to Elizabeth Taylor, Faye Dunaway and Barbara Streisand. The retrospective covers Porter's life and career from her early years in Jerusalem and Damascus, Beirut in the 1950s, Soho in the 1960s, and New York, Los Angeles and Paris in the 1970s. Featuring outfits worn by some of the world's best-dressed women, the exhibition explores the influence of Middle Eastern and North African textiles and culture on 20th century fashion and interior design. Highlights include Porter's seven signature looks: the Abaya & Kaftan; the Gipsy dress; the Faye dress; the Brocade-panel dress;

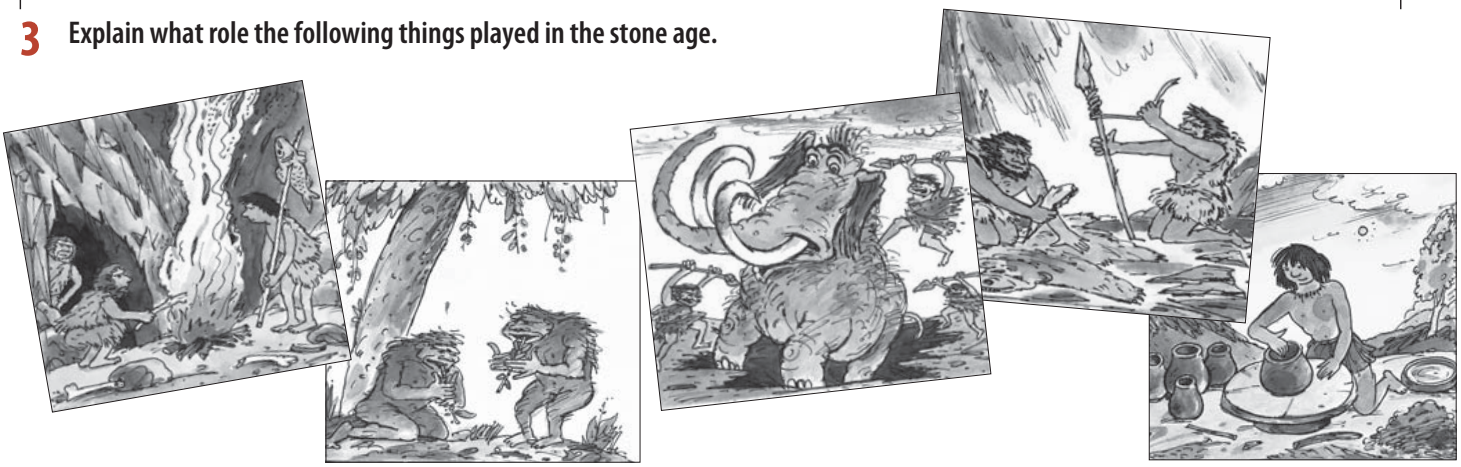


the Wrap-over dress; the Chazara jacket; and the Sirwal skirt, as well as important fashion photography from the pages of *Vogue, Harper's Bazaar* and *Women's Wear Daily*.

About FTM

The Fashion and Textile Museum is a cutting edge centre for contemporary fashion, textiles and jewellery in London. Founded by iconic British designer Zandra Rhodes, the centre showcases a programme of changing exhibitions exploring elements of fashion, textile and jewellery. Situated in the heart of fashionable Bermondsey Village, in a fantastic building designed by Mexican architect Ricardo Legorreta, the FTM aims not just to display and collect items relating to fashion, jewellery and textile design, but to offer inspiration to a new generation of creatives. Now redeveloped and operated by Newham College, the museum is a hub of learning, ideas and networking for the fashion and jewellery industry

3 **Explain what role the following things played in the stone age.**



4 **Consider the thesis. Bring arguments for the ideas below.**

All visits to museums and monuments should be free!

culture for all money available educational importance of our heritage	*ideas*	who will pay? fees minimal museums in financial difficulties reductions for students and senior citizens

Self Assessment

B1+ PORTFOLIO European Language Européen des Langues

Listening	Yes	No	Improve
I can understand a description of a touristic place when my classmate describes it.			
I can decipher true ideas from the false ones after listening to a historical description.			
Speaking			
I can use idioms and expressions in my speech.			
I can discuss historical events that took place in the UK.			
I can use the participle forms in my speech.			
Reading			
I can continue a story after reading it.			
I can give definitions to new words and notions.			
I can understand texts about fashion and its historical development in the UK.			
Writing			
I can write a S.E.E. paragraph.			
I can write a leaflet about a museum.			
I can take part in creating a cartoon if working with my classmates.			

4 UNIT LIVING IN A GLOBALIZED WORLD

Lesson 1

A Voice to Be Heard

"Every voice should be a voice to be heard."
Louis Armstrong

DISCUSSION POINTS

Answer the following questions:

1. What things do all people need to live a life with dignity? Think about physical (food, shelter) and emotional needs (love, respect, hope).
2. Are some of these things more important than others? Do some have to come first in order for the others to be possible?
3. Is it the responsibility of governments to provide its citizens with these human necessities? Why or why not?
4. What are the ways governments can use to enforce the law and to provide its ctizens with social protection? Give examples.

LISTENING

1 **Listen to the song and decide which lines you find suggestive of friendly relationships among peoples of the world.**

If I ruled the world, every day would be the first day of Spring
Every heart would have a new song to sing
And we'd sing of the joy every morning would bring

If I ruled the world, every man would be as free as a bird
Every voice would be a voice to be heard
Take my word we would treasure each day that occurred

My world would be a beautiful place
Where we would weave such wonderful dreams
My world would wear a smile on its face
Like the man in the moon has when the moon beams

If I ruled the world every man would say the world was his friend
There'd be happiness that no man could end
No my friend, not if I ruled the world

Every head would be held up high
There'd be sunshine in everyone's sky
If day ever dawned when I ruled the world
If I ruled the world

2 **Read the quote under the title of the lesson. Why is it, "Every voice" instead of "Each voice"?**

3 **This song, by Louis Armstrong is written in the 2nd "If Conditional." The structure is usually *if* + *past simple* and *would* + *infinitive*. It's not important which clause comes first. Find this structure in the text. In the 1st "If Conditional" sentences, the structure is usually *if* + *present simple* and *will* + *infinitive*. It's not important which clause comes first. Change the song into the 1st "If conditional."**

WRITING

Rewrite a stanza of this song about what the world would be like if you ruled it.
Try to use the same amount of syllables in each line. Make the lines rhyme.

SPEAKING

Discuss the following in small groups.

1. Do all societies have the same values about how women and minorities are treated? Give examples from history.
2. What examples from today can you think of that show the similarities and differences in how societies regard women and minorities? (Think about roles at home, what kinds of jobs they have, are they in positions of power as often as non-minority men?). Refer to Unit 2, Lesson 3.

Extension: Research issues of social equity, values and the roles of women and minorities in Sweden and compare it to Moldova or the United States or the UK.

Note:
The term **minority**, as used in the United Nations human rights system, usually refers to national or ethnic, religious and linguistic minorities, pursuant to the United Nations Minorities Declaration. All States have one or more minority groups.

READING

1 **Read the text below and be ready to define what human rights are.**

Human Rights: What Are They? Who Decides, and Why?

In the course of over thirty years, 80,000,000 people died in two world wars. During the Second World War, people were enslaved, imprisoned, tortured and executed without trial, both by the governments of their own countries, as well as by those they were at war with. In 1945, after World War II, fifty nations came together to form the United Nations (UN), with the primary goals of maintaining international peace and security and safeguarding human rights. The United Nations Charter "reaffirmed faith in fundamental human rights, and the dignity and worth of the human person," and committed all member states to promote "universal respect for, and observance of human rights and fundamental freedoms for all, without distinction as to race, sex, language or religion."

Realizing that it was important to identify specifically what these rights are, the United Nations adopted the Universal Declaration on Human Rights (UDHR) in 1948. In the Declaration on Human Rights there are 30 articles listing rights, including "the right to life, liberty, and security of person" as well as freedom of movement, the right to privacy, the right to education, and the right of citizens to participate in their government. It also includes rights that are more difficult to guarantee for instance, the right to work, to social security, and to an adequate standard of living.

Not all UN member states agreed with the UDHR completely. Forty-eight countries voted to adopt the Declaration, while eight decided not to vote. The non-voting countries included the Soviet Union and the Communist bloc, as well as Saudi Arabia and the Union of South Africa. It is believed but not proven as fact that the USSR and the Communist bloc voted against the Declaration because it identified as a right the ability of people to freely leave and return to their countries. It is also believed that Saudi Arabia abstained, or chose not to sign the declaration because it contained ideas that Shari'a (Islamic law) does not agree with. Finally, the Union of South Africa at the time was practising institutionalized racial discrimination called "apartheid," while the Declaration states that all humans should be treated equally.

Today there are 193 member countries in the United Nations, all of whom have signed the Universal Declaration on Human Rights. The Republic of Moldova acknowledges the UDHR in Article 4 of the Constitution, adopted in 1994:

Article 4. Human Rights and Freedoms (1) Constitutional provisions for human rights and freedoms shall be understood and implemented in accordance with the Universal Declaration of Human Rights, and with other conventions and treaties endorsed by the Republic of Moldova.

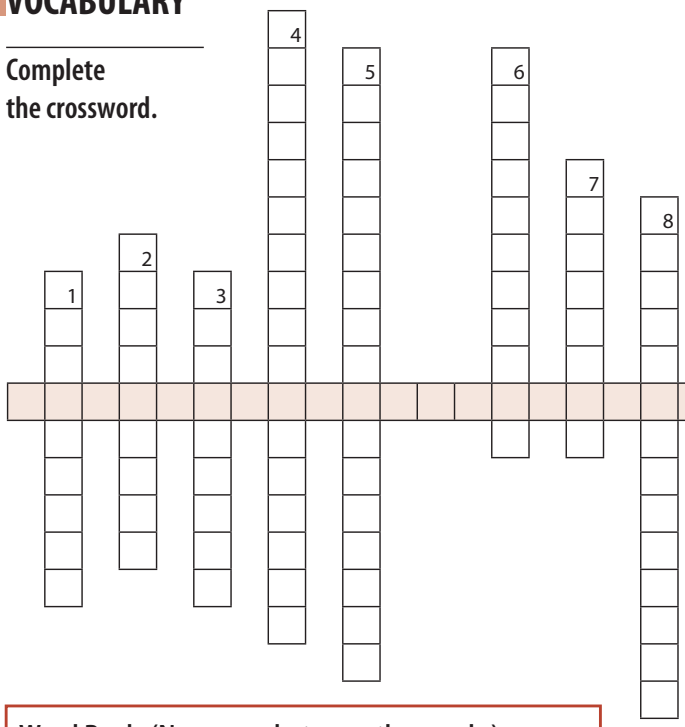
Note:
An expository text is a piece of writing aiming at informing the reader. The text is fact-based, having the purpose of exposing the truth through a reliable source. It can include evidence of opinion. A true and deliberate expository text will focus on educating its reader. Other descriptors of exposition are clear, concise, and organized. An expository text gets to the point quickly and efficiently.

2 **Answer the questions:**

1. What were the main goals behind writing the UDHR?
2. Are some human rights more important than others?
3. Who has the responsibility to protect human rights?
4. Read the note on the left and explain which section on the Baccalaureate might ask you to write a similar text?
5. How is it different from making an argument?
6. In your own words, explain the meaning of the collocation 'reliable source' .

VOCABULARY

Complete the crossword.



Human Rights = European Values

Across

Protects the dignity of a person when accused or convicted of a crime or in time of war

Down

1. The law is the most important thing in any act of the decision making process
2. The opposite of corruption
3. A type of government elected by the people that works for the people
4. Examples of these are education, healthcare, pensions
5. The liberty to gather freely to express needs or attitudes
6. The right to life, liberty, and security of person
7. Equal treatment under the law for all regardless of race, ethnicity, religion, gender, wealth, ability, illness, or language
8. Men and women are equally treated in all state institutions

Word Bank: (No spaces between the words.)
Rule of law is included twice.
Zero tolerance to torture and ill treatment, rule of law, freedom of assembly, democracy, human rights, rule of law, gender equality, social protections, equality

Discourse Markers for Essay Writing and for Speaking

Learner Training

Discourse markers are like signposts (STOP, YIELD, DEAD END) for the reader. They tell the reader where you are heading. Additionally, an indication of how well you know English is how well and how often you can use discourse markers.

balancing contrasting points
on the one hand, on the other hand, while, whereas
emphasising a contrast
however, nevertheless, mind you, still, yet, in spite of this
similarity
similarly, in the same way
concession and counter-argument
***concession*:** it is true, of course, certainly, if
counter-argument: however, even so, but, nevertheless, nonetheless, all the same, still
contradicting
on the contrary, although, in contrast, otherwise
adding
moreover (very formal), furthermore (formal), in addition, as well as that, on top of that (informal), another thing is, what is more, besides; in any case
cause and effect
because, so, therefore, thus, consequently, hence
generalizing
in general, in all/ most/ many/ some cases, apart from..., except for
giving examples
for instance, for example; e.g., in particular
logical consequence
therefore (formal), as a result (of) (formal), consequently (formal), so, then
structuring
first(ly), first of all, second(ly), third(ly) etc, lastly, finally, to begin with, to start with, in the first/ second/ third place, for one thing, for another thing
Note that firstly/ secondly etc. are more formal than first, second etc., and are more common in British than American English.
summing up
in conclusion, to sum up, briefly, in short, in all, overall

Lesson 2

A Borderless World

"It has been said that arguing against globalization is like arguing against the laws of gravity."
Kofi Annan

DISCUSSION POINTS

1 **Read the following statements, mark them as True (T) or False (F):**

1. The United States of America has more land than Europe.
2. More people, goods, information, money cross borders now than they did 30 years ago.
3. Countries in Eastern Europe are richer than those in Western Europe.
4. Economies based on agriculture are usually the richest.
5. It is possible for a country not to interact/engage/depend upon any other country.

2 **Answer the following questions:**

1. What is globalization?
2. What are the benefits and the drawbacks of globalization for the average person?
3. Respond to the following quote, "Our task is not to make societies safe for globalization, but to make the global system safe for decent societies." John J. Sweeney

READING

1 **Read the text paying close attention to the various groups that comprise the EU.**

The European Union: What is it? How does it work? Why was it created, and what are its purposes now?

What is it?

The European Union (EU) is a unique economic and political partnership between 28 European countries. What began as a purely economic union has evolved into an organization that handles many issues, from the environment to providing development aid. The EU has helped to improve living standards, and launched a single European currency, the Euro. One of the EU's main goals is to safeguard human rights both internally and around the world.

1

How Does it Work?

The **European Council** sets the EU's overall political direction. The Council, which is made up of ministers from

2

the EU Member States, meets frequently to take policy decisions and adopt EU laws that have been proposed by the European Commission.

The **European Parliament**, which represents the people, shares legislative and budgetary power with the Council.

The **European Commission**, which represents the common interest of the EU as a whole, is the EU's main executive body. It puts forward proposals for legislation and ensures that EU policies are properly implemented. (www.europa.eu)

History

What is now the European Union was a project started after the Second World War to unite Europe economically. It was created firstly as the Coal and Steel Community, to bring together the most important European producers so

3

Robert Schuman

that an economic unity could bring a political unity. To put it more simply, the belief was that if the countries in Europe relied on each other to both buy and sell goods, they could avoid getting into another war. The participating countries encouraged trade with each other by not charging taxes or tariffs on imported goods from countries within the group.

As time went on, most of the countries of Europe that were not Communist became members in what was then known as the European Economic Community.

By the 1990's, the European Economic Community had become aware of the fact that there were some other things besides those dealing with economy. These issues included the understanding that people as well as products should be able to move freely between countries; that pollution was an issue that could not be tackled by individual countries, and that security issues such as terrorism, drugs and human trafficking, etc., were challeging Europe. The main security goal of the European Union was to make war on the European continent not possible.

By 1993, The Single Market had been formed with its "four freedoms" of movement—movement of goods, services, people, and money. By 1999, the two treaties that formed the European Union as we now know it, the Maastricht Treaty and the Treaty of Amsterdam, had been signed.

The 1990's saw many changes in Europe and around the world. People had got more opportunities to travel, to work, to study, and to communicate with their counterparts in countries that had been formerly closed off or were very far away. Communism fell in Eastern Europe, increasing opportunities for people to travel, work, and study throughout all of Europe. This meant opportunities for Europe itself to unite or to further *integrate*. At the same time, cell phone and the Internet technology had become available, on the world stage, and people could communicate and acquire information much more quickly. The term *globalization* characterizes this period. While movement of peoples, goods, money, and information have always occurred, "globalization is a broadening, deepening and speeding up of world-wide interconnectedness in all aspects of life, from the cultural to the criminal, from the financial to the environmental." (Held et al, 1999)

Social and Political Values

For countries, the process of integration with the European Union means gaining access to more favourable economic opportunities. More importantly, it also means committing to the social and political values of the EU. According to their website, www.europa.eu, "the European Union is founded on the values of respect for human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities."

To become a member of the European Union (EU), a country must incorporate into its laws respect for these values. In addition, these values must also be commonly practised by the country's society. Article 7 of Treaty of European Union provides for the suspension of certain rights of a member state if a member persistently breaches the EU's founding values.

4

2 **Answer the questions:**

1. Why was the European Union formed initially?
2. Is the governing structure of the EU (council, parliament, commission) similar to that of the Moldovan government? How is it the same? How is it different?
3. Why did it become more than an economic union in the 1990's?
4. What do you think 'to live with dignity' means? Can you think of examples of when people are treated without dignity?
5. What do the pictures in the lesson reprezent?

3 **Match A with B to produce facts about EU. Compare your answers with the information from the text.**

A	B
1. to be	a) an organization that handles many issues, from the environment to providing development aid;
2. to launch	b) a single European currency, the Euro;
3. to evolve into	c) respect for human dignity, liberty, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities;
4. to safeguard	d) a unique economic and political partnership between 28 European countries;
5. to gain	e) human rights both internally and around the world;
6. to commit to	f) EU values;
7. to promote	g) access to more favourable economic opportunities;

4 **Make a T chart. List the costs and benefits of joining the European Union for Moldova. See which side you have the most arguments for: in favour of or against joining or not joining the EU. Write 2 paragraphs, using the S.E.E. structure, that summarize the most important arguments for and against Moldova joining the EU. Make sure you use examples for each argument!**

5 **Write a dialogue with a partner. Perform it in class.**

Giving advice is just another form of persuasion or argumentation. People give and get advice all the time. Who do you listen to and why? In this speaking activity you will give advice about voting for a Pro-European integration party. You and your partner will each select a character to play. Integration has different costs and benefits for different people. Try to understand how integration with EU will produce a different impact on a teenager or a grandma.

Your choices of characters are:

a teenager	a wine shop owner	an engineer
a grandma	a married mother of 2 sons	a wine producer
a apple grower	a hotel owner	a farmer's market vendor
a tool manufacturer	a college student	a 50-year-old construction worker
an English teacher	a waitress	

6 **Write a 12-line dialogue, where you and your friend are giving each other advice about how to vote. Make it a natural conversation, as if it were in a real-life situation. Use the information/examples from your S.E.E. paragraphs.**

Add 3 more discourse markers.

Use modal verbs 2 more times.

Here are some ideas to help you get started:

- Honestly, I just don't know how to vote. What do you think I should do?
- How might voting for the pro-European party help me and my family/business?
- It could help you/your family/your business by…….
- Seriously, it's a hard decision. It could hurt you/your family/your business by….
- You must do what you think is best.
- How might integrating with the European Union help or hurt me?

WRITING

How do Moldovans in general feel about European values? Pick two values to write about. Do they agree or disagree with them? Give examples to support your arguments.

Lesson 3

Consumerism

"To live fully, we must learn to use things and love people, and not love things and use people."
John Powell

DISCUSSION POINTS

1 **In pairs, answer the following questions. Share your answers.**

1. Do people value having money and owning things too much in our society?
2. Has having money and buying things always been valued in Moldova?
3. Why do you think it is different now? Is it good or bad for our society to value money and things? What examples can you use to support your arguments either in favour or against the idea that money doesn't bring happiness?
4. How has globalization changed what we value and can buy here in Moldova?

2 **Work in pairs and analyze the definition of "consumerism".**

Consumerism is a social and economic order and ideology that encourages the acquisition of goods and services in ever-greater amounts.

... a modern movement for the protection of the consumer against useless, inferior, or dangerous products, misleading advertising, unfair pricing, etc.

... the concept that an ever-expanding consumption of goods is advantageous to the economy of the country.

... the fact or practice of an increasing consumption of goods.

3 **Give your own definition of 'consumerism'.**

4 **Do you feel the phenomenon of consumerism affects the Republic of Moldova as well?**

1 **Read the text and select the three most important points the author makes in regard to the dangers of consumerism.**

Consumerism

Dan, a student from the U.K.:

A couple of days ago, the battery in my smartphone died. The sad thing is that I knew it was going to happen since I bought it more that three years ago. "A pity", a friend reacted, " you will have to buy a new one." It is sad. Why? Because business models like Apple's force consumers to think it is natural to purchase new devices after only a couple of years. Indeed, the lifespan of batteries in consumer devices is astonishingly short. In addition, software updates make "old" devices, like the iPhone 4 or iPad 1, incompatible with the newest versions. It is, for example no longer possible to install LinkedIn on my tablet. Back to my dead smartphone battery: I was not only frustrated because it is expensive, but also because producing a smartphone is costly to the environment.

There are many examples of how electronics hurt the environment. According to the article "Slicing an Apple" in *The Economist* magazine, the assembly of iPhones is done by Foxconn, a company in China. The components, however, come from a variety of suppliers based in the United States, Taiwan, Italy, Japan and a range of other sources. There is a cost to the environment, or an "externality" in transporting these components in the form of emissions. More costs are incurred by the environment when these electronic products are thrown away. This is called e-waste. Electronic devices contain a number of nasty chemical-like lead, mercury, and poly-brominated flame retardants. To recycle electronic devices, they need to be carefully dissembled and the chemicals disposed of carefully. Otherwise they are harmful to both human health and the environment. Unfortunately, this is also an expensive task which means that many companies choose to avoid looking for ways of spending this money judiciously. They choose to harm the environment instead.

Instead of paying for the labour and the proper careful disposal of these dangerous chemicals, many companies choose to send the electronics 'to be sent' to "developing" countries. These countries have cheap labour force and fewer laws to protect the environment. When e-waste is dissembled without using environmentally friendly processes, chemicals may seep into the groundwater and plastic may often be burned, sending toxic gases into the air and endangering the health of people in these poor countries.

Consumerism, which is defined by Oxford Dictionary as "the preoccupation of society with the acquisition of consumer goods," has increasingly put pressure on the natural environment of our Earth. Consumers hardly realize that by continuing to purchase these goods so frequently, they affect the environment by increasing levels of pollution in both the making of and the disposing of these devices.

2 **Answer the questions:**

a) What problem does the author bring about into discussion?
b) Is he more concerned about the costs associated with spending money or protecting the environment?
c) Do you agree with him? Why or why not?
d) Who does the author blame for this situation?
e) What are "environmentally friendly processes?"

3

1. Identify types of evidence given in this essay (evidence of fact, example, argument by Authority)
2. Find SAY IT, EXPLAIN IT, GIVE EVIDENCE in each body paragraph.
3. Identify the discourse markers.
4. Choose a paragraph that you think would be clearer or easier to follow if it used more discourse markers. Add more discourse markers to the text. Share and discuss it with your class.

4 **Make a short oral report on Daniel's concern. Transform the direct speech into an indirect one in the Past Tense, using the formula: *He insisted…, he agreed…, he confirmed…, he suggested…, he recommended,* etc.**

LISTENING

1 **Listen to a customer making a complaint. Fill in the dialogue with the modal verbs.**

The Customer is Always Right

Customer: Good morning, miss. I'd like to speak to the manager.

Manager: I am the manager, sir. How _____ I help you?

C: Oh, really? It's this radio. It doesn't work.

M: Mm, did you buy it here?

C: Pardon? Of course I bought it here. Look, you switch it on and nothing happens.

M: _____ I see your receipt?

C: Receipt? I haven't got one.

M: Oh, you _____ have obtained a receipt when you bought it.

C: I probably did. I _____ have thrown it away.

M: Ah, well, have you got any other proof of purchase, the guarantee, for example?

C: No. It _____ have been in the box. I threw that away too.

M: Oh, dear. You really _____ have kept it. We _____ to know the exact date of purchase.

C: What? I only bought it yesterday! That young man over there served me. Oh, I paid by cheque. I've got the cheque stub.

M: That's all right then. Did you check the radio before you left the shop?

C: Check it? No, it was in the box. I expected it to work. It wasn't a cheap radio, it's a good make.

M: You _____ have checked it.

C: Come on! Stop telling me what I _____ have done, and do something! Either give me my money back or give me another radio.

M: There's no need to get aggressive, sir. Let me look at it ... mm ... . You see this little switch on the back?

C: Yes?

M: It's on 'mains', and it _____ be on 'battery'. You really _____ read the instructions.

C: Oh!

2 **Answer the questions:**

a) Where does the action take place?
b) What problem does the customer have?
c) Why is the customer aggressive?
d) Is the customer right?
e) What do the words *receipt, purchase, guarantee, cheque stub* mean?
f) Match the following modal verbs used in the dialogue with what they show:

Must have been,
Can….
Ought to have..
Should have checked…
Could I …
It couldn't be
Need…
(doubt, possibility, probability, conclusion, impossibility, certainty, uncertainty, supposition,)

WRITING

Write a complaint letter to the shop manager with regard to your case. You are making an argument! Use examples/evidence and the S.E.E. paragraph form. (150 words)

Lesson 4

Literary Focus
The Same as Ever

Honours change manners.

Proverb

DISCUSSION POINTS

1 **Status is defined as *the standing a person has in a group to which he or she belongs.* With your classmates, consider the role status plays in a group to which you belong, such as your school.**

2 **Enumerate some things that give a person status. Justify your answer.**

3 **What do you think are some benefits of status? Could you think of any possible harmful effects of concern about status? What are they? Explain.**

4 **Do you think the pursuit of status is worthwhile? Explain your opinion.**

5 **Consider the title and the proverb of the lesson. Discuss the contradiction between them.**

READING

1 **Below is a short summary of the text "*Effie Whittlesy*". Read it and answer the question: What does the message Mr. Wallace wants Effie to take to his hometown truly confirm?**

Story Overview

This story tells of Edward Wallace, a very successful businessman who was born in humble circumstances in a small town. Later he earned considerable wealth by his own ability. His marriage to a woman of distinguished family confirms his achievement of a social status. He enjoys the luxuries his money can buy, but he has not lost his natural manners.

Arriving home one day he learns his wife has hired an excellent new servant, a mature and industrious woman.

There is much surprise for all of them when it comes out that Effie, the housemaid, comes from the same town as Mr. Wallace. More than that, she used to play with him as an equal when they were children. They even made mud pies in the same puddle, and sat next to each other in the old schoolhouse at Brainerd.

To Mrs. Wallace, this is a disaster. To her consternation, Mr. Wallace treats Effie with certain courtesy and encourages her to respond in the old familiar way, for as he says "I'm in no position to lord it over. I'd hate to have her go back to Bernerd and report that she met me here in Chicago, and I put on airs and was too stuck up to remember old times and requested her to address me as "Mr. Wallace."

Mrs. Wallace is both shocked by her husband's inappropriate behaviour and jealous of the happy memories he can share with the maid about their childhood.

More than that, she announces her demand. Effie would have to go. She doesn't want to have her around constantly reminding her of her husband's lowly origins.

Mr. Wallace agrees, but he decides Effie should leave decently and diplomatically. He even does it on his own expense. The message he wants her to take to his hometown is, "Give them my best and tell them I'm about the same as ever."

2 **Scan the first part of the text and answer the questions below.**

a. What was Mrs. Wallace's first impression of the new maid?
b. What was the strange thing that surprised Mr. Wallace?
c. How did Mr. Wallace and the maid address each other?
d. What was Mrs. Wallace's edict?

3 **Read the first part of the text "*Effie Whittlesy*" and find additional evidence which proves that Mr. Wallace's early principles have not been altered by his new wealth. Share the evidence with your classmates.**

Effie Whittlesy

by George Ade

Mrs. Wallace assisted her husband in removing his overcoat and put her warm palms against his red and wind-beaten cheeks.

"I have good news," said she.

"Another bargain sale?"

"No! A new girl, and I really believe she's a jewel. She isn't

young or good-looking, and when I asked her if she wanted any nights off she said she wouldn't go out after dark for anything in the world. What do you think of that?"

"That's too good to be true."

"No, it isn't. Wait and see her. She came here from the intelligence office about two o'clock and said she was willing to 'lick right in.' You wouldn't know the kitchen."

"What nationality?"

"None–that is, she's a home product. She's from the country– and green! But she's a good soul, I'm sure. As soon as I looked at her I just felt sure that we could trust her."

"Well, I hope so. If she is all that you say, give her any pay she wants–put lace curtains in her room and subscribe for all the story papers on the market."

"Bless you, I don't believe she'd read them. Every time I've looked into the kitchen she's been working like a Trojan and singing 'Beu-lah Land.'"

"Oh, she sings, does she? I knew there'd be some drawbacks."

"You won't mind that. We can keep the doors closed."

The dinner-table was set in tempting cleanliness. Mrs. Wallace the arrangement of glass and silver and gave a nod of approval and relief. Then she touched the bell and in a moment the new servant entered.

She was a tall woman who had said her last farewell to girlhood.

Then a very strange thing happened.

Mr. Wallace turned to look at the new girl and his eyes enlarged. He gazed at her as if fascinated either by cap or freckles. An expression of wonderment came to his face and he said, "Well, by George!"

The girl had come very near the table when she took the first overt glance at him. Why did the tureen sway in her hands? She smiled in a frightened way and hurriedly set the tureen on the table.

Mr. Wallace was not long undecided, but during that moment of hesitancy the panorama of his life was rolled backward. He had been reared in the democracy of a small community, and the democratic spirit came uppermost.

"This isn't Effie Whittlesy?" said he.

"For the land's sake!" she exclaimed, backing away.

"You don't know me."

"Well, if it ain't Ed Wallace!"

Mrs. Wallace settled back in her chair blinking, first at her husband and then at the new girl, vainly trying to understand what it meant.

She saw Mr. Wallace reach awkwardly across the table and shake hands with the new girl and then she found voice to gasp, "Can you imagine!"

Mr. Wallace was confused and without a policy. He was wavering between his formal duty as an employer and his natural regard for an old friend. Anyway, it occurred to him that an explanation would be timely.

"This is Effie Whittlesy from Brainerd," said he. "I used to go to school with her. She's been at our house often. I haven't seen her for–I didn't know you were in Chicago," turning to Effie.

"I thought you were still at Brainerd," said Mr. Wallace, after a pause.

"I left there a year ago November.

"The family's all broken up, eh?" asked Mr. Wallace.

"Gone to the four winds since mother died."

"That will be all for the present, Effie," said Mrs. Wallace.

Effie gave a startled "Oh!" and vanished into the kitchen.

"It means," said Mr. Wallace, "that we were children together, made mud pies in the same puddle, and sat next to each other in the old schoolhouse at Brainerd. She is a Whittlesy. Everybody in Brainerd knew the Whittlesys. Large family, all poor as church mice, but sociable–and freckled. Effie's a good girl."

"Effie, Effie! And she called you Ed!"

"My dear, there are no misters in Brainerd. Why shouldn't she call me Ed! She never heard me called anything else."

"She'll have to call you something else here. You tell her so."

"Now, don't ask me to put on any airs with one of the Whittlesys, because they know me from way back. She has been at our house, almost like one of the family, when

Word Study

tempting ['temptiŋ], *adj.* – attractive
tureen [tə'ri:n], *n.* – a deep, large serving pot for soup
gasp, *v.* – to say in a breathless way
stuck up, *adj.* – pompous; snobbish
snob, *n.* – person who pays too much respect to social position or wealth, or who dislikes persons who are of lower social position
menial ['mi:nıəl], *adj.* – suitable for a servant
taunt [tɔ:nt], *v.* – to jeer at, to mock
tickled, *adj.* – excited pleasantly, amused

Phrases And Idioms

to assist someone to do (in doing) something – to help someone to do sth.
to say farewell to one's girl/ boy/ child/ hood – to be no more in the state or time of being a girl/ a boy/ or a child
to go to the four winds – to go into different directions
a man (child) of the soil – one who works on the land
to be uneasy about something – to be uncomfortable, restless about something
to put on airs – to pretend to be important
to work one's way through college/ university – to have a paid job while studying to meet costs

mother was sick and needed another girl. So I'm in no position to lord it over, and I wouldn't do it anyway. I'd hate to have her go back to Brainerd and report that she met me here in Chicago and I was too stuck up to remember old times and requested her to address me as 'Mister Wallace.' Now, you never lived in a small town."

"No, I never enjoyed that privilege," said Mrs. Wallace, dryly.

"Well, it is a privilege in some respects, but it carries certain penalties with it, too. It's a very poor schooling for a fellow who wants to be a snob."

I wouldn't call it snobbishness to correct a servant who addresses me by my first name. 'Ed' indeed! Why, I never dared to call you that."

"No, you never lived in Brainerd.

You knew when you married me that I was a child of the soil, who worked his way through college and came to the city in a suit of store clothes. I'll admit that my past does not exactly qualify me for the Four Hundred, but it will be great if I ever get into politics."

"I don't object to your having a past, but I was just thinking how pleasant it will be when we give a dinner-party to have her come in and hail you as 'Ed.'"

"I really don't believe you'd care," added Mrs. Wallace.

"Effie isn't going to demoralize the household," he said, consolingly. "Down in Brainerd we may be a little careless on the by-laws of etiquette, but we can learn in time."

Mrs. Wallace touched the bell and Effie returned.

As she brought in the second course, Mr. Wallace deliberately encouraged her by an amiable smile.

After dinner Mrs. Wallace published her edict. Effie would have to go. Mr. Wallace positively forbade the "strong talking-to" which his wife advocated. He said it was better that Effie should go, but she must be sent away gently and diplomatically.

4 **Read the text for more details and tell whether the statements below are true (T) or false (F). Justify your choice.**

a. Effie was neither very young nor very old.
b. Although both Ed and Effie came from Brainerd they didn't know each other very well.
c. Mr. Wallace's status didn't change after he had married Mrs. Wallace.

5 **Fulfill the following tasks:**

a. In the text, find evidence to prove that the friendly conversation between Ed and Effie made Mrs. Wallace feel quite uncomfortable.
b. Paraphrase the sentence: "He had been reared in the democracy of a small community, and the democratic spirit came uppermost".
c. Mr. Wallace was 'confused and without a policy' when he had to explain to his wife who Effie was. Explain why.

6 **Mr. Wallace said "It was better that Effie should go, but she must be sent away gently and diplomatically." In groups, work out the strategy you think Mr. Wallace used in order not to either humiliate or hurt Effie. Roleplay the dialogue that you think might have taken place between Mr. Wallace and Effie.**

LISTENING

1 **Listen to the conversation between Mrs. Wallace and Effie and compare the dialogues you have made with the original.**

2 **Listen again. Make some notes of Ed and Effie's conversation and then narrate it. Use as many words and expressions from the text as you can. See the Word Study rubric too.**

3 **Do you think Mrs. Wallace was satisfied with the decision her husband had made? Why or why not?**

4 **Imagine the conversation between the two spouses after Effie had departed. Consider all the possible variants.**

5 **Complete the passage given below with words from the box. Share your variant with your classmates.**

Mrs. Wallace, watching from the ..., saw Effie disappear into the ... . She thanked God for it. To Mr. Wallace the whole ... had been like a cheering ... . He was glad to tell his wife that he had invited Effie ... when she came back. Mrs. Wallace remained ... . She asked her husband if he really meant it. Mr. Wallace ... her that he had even told Effie his wife would be ... to see her at any time.

Mrs. Wallace couldn't take it ...; she kept asking again and again if he really meant it. Her husband was ... certain that Effie would come, and at his wife's question "What shall I do?" he answered ... that he was sure she would manage it, even if she had never lived in Brainerd.

Then the ... came and Mrs. Wallace, with a return of ... in her husband, said she would try.

pride
beverage
confidently
carriage
to call
delighted
window
revulsion
dumbfounded
episode
assured
reasonably
easy

5 **Work in pairs. Use the information from the passage you have completed in the previous exercise to reconstitute the dialogue between the Wallaces after Effie had left. Compare it with that of the other pairs. (See the Supplement, part III, for comparison).**

6 **Does the ending surprise your? Why? Why does 'revulsion come' to Mrs. Wallace? What is she revolting against? Why, at this point, does Mrs. Wallace experience 'a return of pride in her husband'? Do you think she has already forgotten about her 'husband's lowly origins'? Bring sound arguments to support your answers.**

7 **Find words in the text that correspond to the following definitions.**

a. to help somebody in doing something (line 1)
b. sale of goods at reduced prices (5)
c. something which lessens one's satisfaction; disadvantage (to) (24)
d. open or public; not hidden (40)
e. highest; predominant (46)
f. small pool of water (75)
g. to be brave enough to (102)
h. to give hope (119)
i. purposefully; intentionally (131)

8 **Match the words in pairs of either synonyms (S) or antonyms (A).**

Good-looking, to rear, to occur, to love, ugly, trusty, to stare, familiar, to vanish, to happen, to hate, to request, unreliable, to gaze, strange, startled, amiable, to bring up, to disappear, to solicit, unfriendly, astonished.

9 **In each of the sentences below replace the expression in italics by a single word that comes from the text. The numbers in brackets correspond to the lines in the text.**

1. Her husband bought her a watch with 15 *precious stones.* (6)
2. Would you be so kind and *put down your name* under this petition? (20)
3. Will what we have decided to undertake meet our parents' *favourable opinion?* (30)
4. We were delighted at *the continuously changing scene* of the city. (44)
5. For him to be received by the minister himself was a *special favour*. (95)
6. His training makes him *fit and competent* for this post. (107)
7. It was not easy at all *to call out* a taxi to take me to the airport. (111)

10 ***'To reach for the sky'*** **is an English idiom meaning to set one's goals high. Match the idioms on the left with their equivalents on the right. Use either of them in sentences, short situations or short dialogues of your own.**

1. too good to be true	a. independently
2. to be green	b. to send good wishes
3. on one's own hook	c. so excellent that it is hard to believe
4. to put on airs	d. to pretend to be important
5. too stuck up	e. to be innocent, inexperienced
6. up and around	f. to visit someone
7. to give one's best	g. too pompous, arrogant
8. to call on someone	h. out of bed and active

SPEAKING

1 **Exchange Opinions.**

a. What is the problem the plot of the story is built around? Outline the events in "Effie Whitlesy" that form the rising action, the climax and the falling action.
b. A great part of the story is expressed in dialogue. Cite the text to show how the dialogue in the story helps the writer to give readers insights into the characters' qualities, personality traits, and reactions to other characters?
c. Are the three characters dynamic or static, round or flat? Give a character sketch of one of the three personages who most appeals to you. Use the text to be more convincing.

2 Think Critically.

a. When Mr. Wallace sees Effie, he has a "moment of hesitancy." What is the reason he behaves this way? Why does he say, "There are no misters in Brainerd"?

b. Do you approve of Mr. Wallace's behaviour towards Effie? Why or why not? Do you think he dismissed her, thus surrending to his wife's whim, or he couldn't accept the new roles he and Effie had to get accustomed to? How does Effie feel about his offer? What things does she refer to when she says that "they will never believe me when I tell them in Brainerd"?

c. As Ed and Effie talk in the kitchen Mrs. Wallace seems to be uneasy and constantly wonders what they are talkning about. Why would that make her uneasy?

d. Why is Mrs. Wallace upset when Effie calls her husband 'Ed'? Do you find it easy to sympathize with Mrs. Wallace, or do you consider her a contemptuous snob? What seem to be her values?

e. Mrs. Wallace asks "What shall I do?" if Effie returns as a guest. Do you consider this a social problem? Why or why not? Why is Mr. Wallace confident that his wife will 'manage it'? Do you think he really believes that she really can? Give reasons.

3 Connect to Life.

a. What is snobbism? Is snobbery (or should it be) a subject of pride? Explain why or why not.

b. Imagine yourself meeting one of your classmates after 20 years. How do you think you will feel about him or her? Will your or his/her success make your meeting any more difficult? Tell why.

c. Is it easier to maintain an old acquaintanceship if you are equally successful or unsuccessful? Give reasons. Do people still chase after wealth and social status today? Explain your answers.

d. Does Mr. Wallace's message "Tell them I'm about the same as ever" seem to you to be true? In what ways? Do you consider him to have changed? If so, what do you think made him change? How would you have behaved, and what would you have done if you had been in his place and why?

e. Do you agree that people are sometimes forced by circumstances to change, especially when they grow up away from their birthplace? Why or why not? In what ways?

f. Must speedy financial success inevitably change a man's habits? Is it possible to retain both past and present relationships, or must a choice inevitably be made?

g. Comment on the proverb of the lesson. Make reference to the text.

Learner Training

Making Evaluations

An evaluation is a judgement about some part of a literary work or about the work as a whole. When evaluating literary works one should:

a. include an introduction that identifies the literary work, its author and characters.
b. tell enough about the literary work so that readers can understand your response.
c. describe your personal responses to the specific events in the story.
d. support your statements with quotations and details.
e. clearly describe your specific personal attitude to the work.
f. conclude by describing some thoughts about life and self generated by the story.
g. avoid making statements that are too general or vague.
h. make sure that you find evidence in the work to back up any of the statements you have made.

WRITING

Fulfill one of the tasks below:

1. Write your own evaluation of the story *"Effie Whittlesy"*. Refer to the *Learner Training* rubric for support.

2. In about 230-250 words comment on one of the statements:
   a. "Be yourself, because an original is worth more than a copy unknown".
   b. "Rather fail with honour than succeed by fraud".

Culture and Civilization

Eurovision: Music Uniting Europe

In 1956, postwar Europe was struggling to reunite European society. The European Broadcasting Union came up with the idea for a televised song competition where European countries could compete against each other while at the same time sharing a bit of their cultures. Perhaps the American musician Billy Joel said it best:

I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music.

This competition, now known as Eurovision, is an event watched according to an estimate by about 180 million people every year, not only in Europe, but also in countries all over the world.

Eurovision is a simple concept. Each participating country gets to choose one song to enter the competition, but during the competition voters cannot vote for the song from their country. They must vote for a song from another country. This ensures that the winner is based on popularity, not nationality.

In the competition, performers get the opportunity to share not only their music but some of their history, languages and culture as well. Performers get to choose the language their song is performed in. Although songs in English have won the most often, songs performed in many other languages, even in those that few people speak, have won as well.

Moldova has had great success in the Eurovision competition and has been able to share its language, history, and its blend of European cultures with the world. Moldova has made it to the final round eight out of the ten times they've participated. In 2005, the first year they participated, Zdob și Zdub won the 6th place with the song, "Bunica Bate Toba" or "Grandma Beats the Drum." Sung both in Romanian and English, it's a fun song that served as an introduction to the band's other internationally popular songs. The songs "Bună Dimineața" ("Good Morning") and "Tiganii și OZN" ("The Gypsies and the Aliens") are interpreted respectively as commentary on Moldova's romanticized Soviet past and the problems Roma populations, face in the region.

In 2012, a group of six "babushkas" or "grandmothers" from Russia entered the competition hoping to win enough money to rebuild their church, which had been destroyed by Stalin. They performed a song in both Udmurt (a Uralic language blended with Russian and Tatar that is spoken by about 500,000 people world-wide) and English.

Eurovision's popularity demonstrates its success in helping the countries of Europe and the world share their cultures through their mutual love of music.

SPEAKING

In small groups, discuss the following.

1. Why was Eurovision created?
2. How do they try to prevent the country with the largest population from winning?
3. When did Moldova start participating?

WRITING

1 **Identify in the text SAY IT, EXPLAIN IT, GIVE EVIDENCE**

2 **Pick a paragraph. With a partner, take the discourse markers out of it. Refer back to the list of discourse markers. Replace them with others from the same category. E.g. If it says, "additionally"—use "furthermore."**

DISCUSSION POINTS

In pairs, consider the following questions.

1. What is the marriage "norm" in Moldova? When is it "normal" to get married? Is it "normal" for people to get divorced? Is it "normal" for people to co-habit (live together) without being married?
2. Has what is "normal" in Moldova changed significantly between your grandparents' generation and yours? How? Give examples.
3. How do you feel about marriage? Do you know what you want in a partner?

READING

1 **This is an excerpt of an article written about the way what is "normal" in terms of marriage in various parts of Europe. While you are reading, think about how what is changing in Europe is impacting Moldova.**

The Future of Marriage in Europe

According to census data, in the U.S only half of the adult population is married. This is down from 72% in 1960. The average age of marriage has risen by 6 years and only 20% get married before the age of 30. In countries in northern Europe, marriage rates are even lower and cohabitation rates are even higher than in the U.S. Sweden has one of the lowest rates of marriage in the world, and three times as many couples cohabit there as in America. There, cohabitation is quickly becoming the norm, as there are almost no government benefits favouring marriage and no taboos against unmarried cohabitation among religious or cultural institutions.

> We're not exactly moving to Sweden's model," Pugh says, "but I do think we're making up new ways to be together. Maybe the way we're coming together has changed, but we still want to be together.

It turns out that people do want to be together, despite the declining number of marriages. Out of the 40 percent of people who agree that marriage is obsolete in the Pew Research Center study, half still want to wed.

What about cohabitation? Like marriage, cohabitation has changed in the last 50 years. These days, living together precedes more than half of all first marriages. The No. 1 reason couples say they want to live together is to learn more about their potential marriage partner. Emery encourages his students to "go outside the notion of just romantic marriage and think about arranging their marriages." He suggests that people consider not only how they feel, but also the logistical considerations of a long-term partnership. Does a potential partner have compatible values? Or the interpersonal skills to resolve conflicts?

Wilcox says that there's no reason to give up hope for good, healthy marriages, but that people should take it slow.

> We are focused so much on education and work. We communicate those values in the kinds of messages we're giving to young adults," Wilcox says. "Yet when we're looking at what really predicts global happiness, it's our core relationships with family and friends—including spouses—that tend to matter a lot more in our lives.

Marriage has changed because the world has changed. We can't return to the model of marriage from the mid-20th century because we no longer live in the culture or the economy that created it. And some would argue that we wouldn't want to return to it even if we could. Both men and women have greater choice than they did 50 years ago not only in regard to whom they marry, but also if they do get married and what kind of family they want to build. And, if the experts agree on one thing, it is that these choices are some of the most important we make for our own happiness.

Excerpt taken and adapted from: http://uvamagazine.org/articles/the_marriage_crisis

2 **Answer the questions:**

1. What country has one of the lowest marriage rates in the world?
2. Can people have a healthy, loving relationship even if they aren't married?
2. What reasons can you find in the last paragraph about changes that have occured within the process of marriage?
3. According to the article, what is more important: to have a happy family or a successful career?

CRITICAL THINKING

1. Do you agree or disagree with the idea that because society and the economy are different, marriage has become different as well?
2. Are changing marriage norms in Europe producing an impact on marriage norms in Moldova? Is this an example of globalization? Why or why not?
3. How else is globalization influencing family structures here in Moldova? Are these impacts, good (e.g. increased standard of living) or bad (e.g. social orphans)?

Writing Skills Development

The Argumentative/Persuasive Essay

"The discipline of writing something down is the first step toward making something happen."
Lee Iacocca

DISCUSSION POINTS

Answer the following questions:

1. When you have arguments with your parents, siblings, or friends, do you usually win?
2. What do you do that helps you win? Or, what is it that other people do that allows them to win?
3. When the argument is over, have they convinced you to change your mind, or did you both just decide to give up? (Giving up is not winning!! Convincing them to change their minds because you gave them rational arguments is winning! Make sure you understand the difference.)

READING

The argumentative/persuasive essay is perhaps the most difficult to write because it requires that you know what you want to say and that you are good at saying it. In this lesson we will focus on how you say it so your meaning is clear to the reader. The argumentative/persuasive essay is the most commonly tested form of essay writing, not because it shows the evaluators **WHAT** you think, but because it shows them **HOW** you think. What the evaluators want to see is if you have considered your viewpoint thoroughly, and that you understand the arguments for both sides, BUT that you have carefully dismissed the opposing views as less significant than your own arguments.

1 **Read the introduction to the essay and identify the thesis statement. From the title of the essay, and after having read the introduction of the essay explain what, in your opinion, this piece of writing is going to be about.**

2 **Read the first sentence of every body paragraph. What can you say about the paragraph from reading the topic sentence? Are they "SAYING IT?"**

3 **Before reading the entire essay, discuss how WI-FI access in every school in Moldova can provide a high-quality education. Share your ideas as a class.**

Internet For All = Education For All

Imagine what would happen if every Moldovan child could receive a first-class 21st century education, no matter where the child lived. This is not a fantasy. If the Ministry of Education installs Wi-Fi Internet access in all our schools this fantasy can come true. Wi-Fi in all the schools will improve all Moldovan students' education. It will prepare them to succeed in a modern, digital world, and it will help them to create a stronger Moldova.

Some say students with Wi-Fi access would simply play games and post on Facebook during class. However, good teachers do not allow students to pass notes in class, and they will not allow Facebook posts either. Additionally, some say that the process of providing schools with Wi-Fi and computers is incredibly expensive, but hand-held devices are becoming more common and less costly. Universal Wi-Fi is the cheapest and quickest way to improve educational oportunities in all Moldovan schools.

First, Wi-Fi will improve education in schools from Chișinău to the smallest, rural village. Having access to more books and information online will benefit all students. Wi-Fi allows students to access free fiction books from the Internet from websites like www.openculture.com/free_ebooks. Moreover, students can read the news from around the globe on-line as well. While nothing will replace a good classroom teacher, English, Russian, and French lessons can be taught by fluent speakers and streamed into classrooms large and small and there are many free language lessons and tutorials on websites like www.YouTube.com. Science, Math and History lectures from on-line sources can provide teachers with more resources. In short, ambitious students, no matter where they live, could enroll in advanced classes taught on the Internet, on websites like www.coursera.org or www.khanacademy.org. A lone student in the smallest village could take advanced calculus, or additional tutorials in English at school.

Second, modern citizens need to know how to use the

Internet to find reliable information, learn skills not available at their local schools, and Moldovans can use the Internet to make their marks on the world. Where will they learn to use the Internet skillfully? In school, of course. When all schools have Wi-Fi, teachers can help their students find trustworthy sources of information and judge the truth and safety of sites. They can teach Moldovan students to post intelligently and respectfully on the Internet. Additionally, with the help of outside sources, they can teach students to write code, create websites, and develop computer applications. An example of what possibilities it can create, is the story of a fifteen-year-old Londoner named Nick D'Aloisio who developed a computer app Yahoo that was later bought for $30 million dollars. Perhaps a small-town Moldovan could do something equally valuable, and having Wi-Fi at school will aid this.

Third, Wi-Fi will help form a stronger Moldova for the future. If students can have more shared experiences such as reading the same books, they may feel less isolated from Chişinău and from other citizens and having access to better quality education and information will lead to better educated voters. In Chicago, and many other communities in the United States, people join together to read one book. Communities have read *To Kill a Mockingbird, Fahrenheit 451,* and *A Lesson Before Dying*. People talked about the book in online forums and in library meetings. Sometimes strangers on buses started talking about the book they were both reading. In addition, Wi-Fi in the schools will allow all students to become informed voters, by increasing access to high quality information. Universal Wi-Fi will help form more intelligent voters who know the issues Moldova faces.

In conclusion, Wi-Fi in all the schools will not solve all of Moldova's problems, but very few of our problems can be solved unless we first give all students equal Internet access. Wi-Fi will improve the quality of education for every student, prepare them to live and work in a digital world and strengthen Moldovan democracy. Wi-Fi in all the schools is essential to Moldova's progress.

4

1. What is the purpose of the 2nd paragraph?
2. Identify the SAY IT, EXPLAIN IT, GIVE EVIDENCE in each paragraph
3. What did you think about the hook? Can you suggest another one?
4. Give another title to the text.
5. Do you agree with the argument? (Were you persuaded?)Why or why not?
6. How is this essay different from an expository essay?
7. Is the author using active or passive voice? How can you tell? Give examples.
8. Identify the discourse markers used in this text.
9. Fill out the outline form (on the next page) with the information from the essay.

Learner Training

The Outline of the Essay

The outline form can be used at many steps throughout the writing process. Ideally, it is done after you have brainstormed, identified your argument and written your thesis. It can also be used to help you identify your three strongest arguments and the evidence you have for them, to help you write your thesis. If you can't fill out the outline with examples of your chosen SAY IT, then you need to pick arguments that you can. When you are in the process of writing, the outline helps keep you on track, at the end it helps you see if you have made your arguments and that your structure is clear. If you can fill out the outline form again pulling directly from your essay like we did in the previous exercise, you can feel confident your structure supports the clarity of your argument!! ***Remember: Writing is a process and no one is good at it from the beginning or without practice.***

I. Introduction
- A. Hook
- B. Thesis Statement

II. First Body Paragraph
- A.S. - SAY IT.
- B.E. - EXPLAIN IT.
- C.E. - EVIDENCE... (see chart on page 88)

HOMEWORK

5 **Take your thesis statement for the argumentative essay you wrote your S.E.E. paragraph about in Unit 3 and all the work you did unpacking the prompt and brainstorming. Fill out the Five-Layer Persuasive Writing Map, and then write the essay. The test for this unit will include writing an essay and requires that you show all of the steps in the process.**
Refer back to Discourse Markers in Lesson 1. Use them in your essay.

Five-Layer Persuasive Writing Map:

Introduction:
- Write a good hook! See Writing Lesson Unit 1.
- This is your thesis statement or major SAY IT for the whole paper. It is the core of your opening.
- Repeat the prompt back as a statement, but include your opinion.
  Ex. I agree with the statement, "Moldova is the most hospitable country in Eastern Europe."

1. Address the most common counter arguments. Use discourse markers!

2. One argument in favour of your position in a S.E.E. paragraph.
SAY IT, EXPLAIN IT:
- Evidence
- Evidence
- Evidence

3. One argument in favour of your position in a S.E.E. paragraph.
SAY IT, EXPLAIN IT:
- Evidence
- Evidence
- Evidence

4. One argument in favour of your position in a S.E.E. paragraph.
SAY IT, EXPLAIN IT:
- Evidence
- Evidence
- Evidence

Conclusion: This should restate your position in your opening. Summarize your main arguments. Include a call to action. See Writing Lesson in Unit 5.

Round Up

1 True or False:

	True	False
1.The Universal Declaration of Human Rights was created after World War I.	☐	☐
2.Consumerism existed under communism in Moldova.	☐	☐
3.The EU was created originally to promote economic cooperation in Europe.	☐	☐
4. Only ½ of the world's countries have signed the UDHR.	☐	☐
5. Eurovision was created for the same reasons as the UDHR.	☐	☐
6. Globalization has costs associated with the protection of the environment.	☐	☐
7. The Convention on the Rights of the Child includes the right of every child, without any discrimination as to race, colour, sex, language, religion, national or social origin, to education.	☐	☐
8. Dog ownership is a human right.	☐	☐
9. European values differ from those proclaimed in the UDHR.	☐	☐
10. Globalization hasn't changed Moldova.	☐	☐

2 Answer the questions:

One group of detainees referred to two badly beaten women currently being held at the General Police Commissariat. The Consultative Council for the Prevention of Torture have still not been granted access to verify these allegations. Detainees also claimed that they had been held in inhuman conditions with 25 – 28 individuals in a single cell, measuring 8 square metres and that they were denied food for 2 days and only had limited access to water and basic sanitary facilities.

In this news clip, which of the following human rights had been violated?
The right to **life, liberty, security of person, freedom of movement, the right to privacy, the right to education, the right of citizens to participate in their government, the right to work, to have social security, and to enjoy an adequate standard of living.**

3 Match the human right with the best example of its violation.

1. freedom of assembly
2. democracy
3. human rights
4. gender equality
5. social protections
6. equality
7. rule of law

a. Peaceful protesters were arrested for gathering outside the parliament
b. Police believe a man is superior to a woman, just because he is a man.
c. Pensioners living in poverty.
d. A judge taking money to rule a certain way on a case.
e. Political parties paying people to vote in a certain way.
f. A student not being allowed to go to school because of disability.
g. Slavery, trafficking, abuse, neglect, extreme poverty, degradation

4 Put the correct modal verb (can, can't, must, mustn't, needn't, should, need) into the following sentences.

1. Hey, Bill, ... I borrow your phone?
2. Mom says we ... buy some more milk while we're at the store.
3. ... Thomas wear the black tie or the red tie?
4. Skydiving is a dangerous sport! You ... treat it lightly.
5. Sally says she ... make it to the party tomorrow.
6. Everyone ... look both ways before crossing the street.
7. According to the document, we ... use only blue ink.
8. I've already fed the cat. You ... feed it this evening.
9. If you're going to a movie, you ... see *The Hobbit*. It's great!
10. I ... wait until the new album by Carla's Dreams comes out.

Test Four

Comparing and Contrasting Types of Essays

Learner Training

The Argumentative/Persuasive (A/P) essay is different from the For and Against (F&A) essay in **structure** and **tone** because it has a different **purpose**. The **purpose** of an A/P essay is to convince the reader that the author's thesis is correct. It does this by using strong **evidence, and a forceful, direct tone**. The purpose of the F&A essay, is to show the reader that the author is knowledgeable about both sides of an issue and can discuss them in a fair and balanced way. Strong **evidence** is also used but the **tone** is milder (as if someone is having a **rational discussion** rather than bringing about an argument). Since the **purpose** of the essay is different, it has a different structure. The **structure** is:

I: Introduction: General information about the topic, that includes a strong *hook* and with a *thesis statement* that doesn't assert an opinion, but does tell the reader what the essay will contain.

II: Discussion of arguments for the **FOR** side

III: Discussion of arguments for the **AGAINST** side

IV: **Conclusion** that includes a statement of your opinion.

* **Note about order**—the order you put the paragraph(s) for the FOR side or the AGAINST side isn't important. However, it does make sense to have a little more evidence for the side with which you agree, because that makes your opinion more logical.

How can you tell if the prompt is asking for an A/P or a F&A essay? "Agree or Disagree" is the most common indicator for an A/P essay while "Discuss" combined with either *costs and benefits* or *advantages and disadvantages* is the most common indicator that the prompt requires a F&A essay. For example:

SPEAKING

Discuss the costs and benefits of having Wi-Fi in all of Moldova's schools.

READING

While reading the following example essay, compare and contrast it to the Argumentative essay in the Writing Lesson for this unit. This is an example of a For and Against essay.

Imagine that every child in Moldova can receive a first-class 21st century education, no matter where he/she lives. This is not necessarily a fantasy. Some people argue that having free Wi-FI in all Moldovan schools can provide better educational opportunities, but the other side of the argument contends that the costs associated with learning outweigh the benefits.

Having Wi-Fi in every school could benefit learning for students and teachers alike. Students would be able to access anything they needed to help them better understand what they are studying instantly, and teachers would be able to find resources that would help them make their lessons more interesting and informative. Students could access information from on-line dictionaries when they don't know the meaning of a word, they could find summaries and notes about many subjects, and they could read the news to help them understand more about the world. Teachers could find resources such as fun videos, exercises written by other teachers, or even learn from other teachers who have written on the topic they are teaching. According to an article published in Time Magazine in May 2013 entitled "Technology, Help or Hindrance" in many countries, like the USA, almost every student and teacher has a smart phone and some schools give each teacher a laptop and they use them in the above mentioned ways. However, the article also discusses how technology can have many negative impacts as well.

Having Wi-Fi in every school could cost students and teachers in terms of learning as well. Students and teachers can both be distracted by other types of information on the Internet and lose valuable learning time. These days both students and teachers have Facebook accounts or play games such as "Words With Friends" on-line. It is easy to get distracted from learning just by taking a second to check email or looking up the weather. A study cited in the article, "Technology, Help or Hindrance" found that just by allowing smart phones in school, students lost a week of instructional time.

In conclusion, having Wi-Fi in school has both costs and benefits associated with the learning environment. It can support the learning environment by providing more information, and it can provide distractions from it. In my opinion, though, the benefits are greater than the costs, because the opportunities for distractions can be minimized by a teacher with well-developed classroom management skills and mature students who can make the right decisions for their own learning.

2 1. Give a title to the text.

2. How are the purposes and tone of an *Argumentative/Persuasive* essay and a *For and Against* essay different?
3. How are the structures of the essays different?
4. How can you tell which type of essay the prompt is asking for?
5. List two discourse markers you found in the text.
6. List two modal verbs you found in the text.
7. Find in the text synonyms of *assert* and *listed*
8. Find the antonyms of *hindrance* and *ignorant*

3 **Choose one of the topics for an essay below. Follow the steps you've been taught in the writing lessons: hook, thesis statement, unpacking the prompt, brainstorming, organizing/outlining, include a counterargument and a conclusion.**

Agree or Disagree with one of these statements:

- The benefits of integration with EU for Moldova are greater than the costs.
- Moldova shares the same values as the European Union.
- The costs of globalization for Moldova are greater than the benefits.
- The European Union should not require countries to adhere to their values in order to be a member.

4 **Circle the best answer.**

1. There's a supermarket at *each/every* end of the street.
2. *Each/Every* bird in this forest is listening to us.
3. John counted *each/every* bird before he put it in the crate.
4. *Each/Every* mother should be treated with love.
5. *Each/Every* mother in the program will get a flower.
6. Did your mother give *each/every* of you a treat?
7. *Each/Every* of these colours needs to be used.
8. The cats eat *each/every* piece of meat they get.
9. Make sure to eat a little of *each/every* vegetable on your plate.
10. Do you know *each/every* country in Europe?
11. She knows the name of *each/every* country in the world.
12. Are *each/every* of your boys in high school?

Self Assessment

B1+ PORTFOLIO European Language Européen des Langues

Listening	Yes	No	Improve
I can listen and understand an argument my partner makes well enough to respond to it.			
I can understand a conversation between a customer and a shop manager when the customer is making the complaint.			
Speaking			
I can state my opinion and make an argument in a short oral presentation.			
I can describe and discuss characters in a literary text.			
I have acquired the essential vocabulary necessary to discuss European values, including human rights.			
I can use the discourse markers in my speech.			
Reading			
I can identify S.E.E. components in a paragraph.			
I can identify an expository text and speak about its purpose.			
Writing			
I can use discourse markers accurately in my writing.			
I can identify S.E.E. components in a paragraph.			

5 UNIT AT THE CROSSROADS

Lesson 1

Choosing a Profession is Not Easy

"Making a living is not the same as making a life."

Maya Angelou

DISCUSSION POINTS

1 **Look at professions in the pictures and discuss with a classmate which of them are the ones you would like to choose for yourself. Why?**

2 **Answer the following questions.**

1. What professions are in fashion now?
2. Which of them are in the highest demand on the labour market in Moldova?
3. Which of them are in great demand in other countries? Why?

READING

1 **Match the professions with their descriptions.**

2 **Read the texts and rank the profession in a grid from one to ten according to their importance in your opinion.**

Best Social Services Jobs

We found a recurring theme when speaking with professionals in the social service industry: Many view their job more as a calling than a choice. From social workers to school counselors, and even to bartenders and nail technicians, those in the business of helping and serving others enjoy the opportunity to interact with people and appreciate the small and significant ways they are able to impact people's lives. Check out our list of the Best Social Services Jobs for 2015, and read more on how we have ranked them.

High School Teacher
Elementary School Teacher
Maintenance and Repair Worker
Speech-Language Pathologistst
School Psychologist
Middle School Teacher
Nail Technician
Hairdresser
Lawyer
Patrol Officer

1 School psychologists wear a variety of hats, including counselor, administrator and researcher. Occasionally, they might even dabble in social outreach. And fortunately, this is a growing field for the qualified: Schools aiming to address the learning and emotional needs of students are on the hunt for school psychologists, and the Bureau of Labour Statistics projects an 11.3 percent uptick in the occupation by 2022.

2 These professionals, also known as speech therapists, assess and diagnose people with disorders and challenges related to verbal communication. They work frequently with social workers, doctors and teachers to improve clients' speech.

3 Elementary school teachers do more than educate. They also advocate for, boost the morale of, entertain and befriend our children. We can expect 167,900 more job openings for grade school teachers by the year 2022, with the most job opportunities in southern and western states.

4 High school teachers work with the most tempestuous of students – the teenager. But the work is rewarding – educating, advising and preparing a classroom for the first forays into adulthood. The BLS predicts that there will be 52,900 new high-school teaching positions to fill by 2022.

5 Middle school teachers have a tall task: educating adolescents while contending with their helter-skelter hormones. Increased enrollment in schools should translate to approximately 76,000 new teaching positions, and the BLS predicts the most openings for teachers in the South and West.

6 Our No. 6 job is a gig you can feel good doing, because – come on – who isn't happy when getting a manicure and/or pedicure? The statistics company Statista reports that the U.S. market for nail services saw revenues of nearly $8.3 billion in 2013, and those who work in this profession are poised to reap the rewards of this thriving industry. There should be 13,500 new nail technician positions across the U.S. before 2022.

7 Working in law holds a particular appeal for us Americans – to date, 25 of our U.S. presidents have been lawyers – and it's a good thing, because demand in this profession is strong. There will be about 74,800 new openings for professionals with Juris Doctor degrees by the year 2022.

8 You might think of them as handymen, jacks-of-all-trades or Mr – and Ms – Fix-Its. But those in the field refer to maintenance workers as «doctors for the home.» And the BLS predicts we'll need more than 125,000 new ones by 2022.

9 Don't we all secretly wish we could advise our peers on their personal appearance? Hairdressers get paid to do just that. Those who shampoo, cut, style and colour hair also often get to make their own hours and, possibly, be their own boss. The BLS predicts 77,600 new positions in the next decade.

10 Even if they're writing incident reports or filing records, patrol officers' No. 1 goal is to keep their communities safe. The BLS projects nearly 6 percent employment growth for this job by 2022.

3 **Answer the questions.**

a) Why do people practising these profession consider it more a calling than a choice?
b) Why do school psychologists wear a variety of hats?
c) What more than education do the elementary school teachers do?
d) How many lawyers are forecast to be needed by 2022?
e) Who do we call "doctors of the home"?
f) What is a Patrol Officer's main goal?
g) Why are schools in a hunt for school psychologists?

4 **Give definition to the following expressions:**

Social service industry; school counselors; nail technician; to advocate for; to befriend; helter-skelter; jacks-of-all-trades; Mr – and Ms – Fix-Its

SPEAKING

Look through the following skills and abilities that a translator/interpreter should possess in order to be a good translator/interpreter and rank them from 1 to 10 according to their importance

Abilities and skills:

- to understand a conversation in a foreign language and render it into your native language;
- to speak in public, in front of the audience;
- to speak a foreign language without mistakes, mastering the pronunciation of the sounds and intonation without a specific accent;
- to memorize an oral utterance of about 1-5 minutes and to be able to render the accurate and detailed ideas into the target language.
- to translate cultural bounded vocabulary/ cuisine, traditions, folklore/;
- to prove good IT skills;
- to work under pressure;
- not to have a camera phobia;
- to know about historical places in Moldova;
- to know the protocol behaviour and etiquette.

LISTENING

1 **Listen to the Interview with Eleonora Rusnac – Chairman of the Association of Professional Translators of Moldova given to Free Europe radio channel where she speaks about translators' work in our country. Make notes while listening and be ready to answer the following questions:**

1. What are the main responsibilities of a translator/ interpreter?
2. Can translators in Moldova specialize in certain fields ?
3. What does the profession of a translator compare to?
4. Is a translator's remuneration high or low?
5. What are the advantages and disadvantages of this profession?

2 **Look at the list of University Courses and tick the ones that you think a future translator should choose to become a good translator**

- IT Communication Technologies;
- Written Translation Techniques;
- Applied Romanian Language;
- Phonetics and Morphology of the English Language;
- Language B Morphology;
- Grammatical Difficulties in Translation;
- Language B Phonetics and Vocabulary;
- Culture and Civilization of Great Britain;
- Introduction into Traductology;
- Universal Literature of the XIX Century.

WRITING

1 **Interview three classmates about their future profession and write a short profile of the professions they have chosen in the following form:**

Profession	
Educational Institution	
Years of Tuition	
Main Courses	

2 **Make a report in the class.**

Lesson 2

Where to Study?

"If you feel that you have both feet planted on level ground, then the University System has failed you."

Robert Goheen

DISCUSSION POINTS

1 **Look at the top ten most highly ranked European and North America Universities and say what you know about them.**

2 **Look through the courses offered by Cambridge University in the UK and select some that you will have to take for your future career.**

Architecture	Land Economy
Chemical Engineering	Law
Classics	Linguistics
Computer Science	Mathematics
Economics	Medicine
Education	Music
Engineering	Natural Sciences
English	Philosophy
Geography	Theology and Religious Studies
History	Veterinary Medicine
History of Art	

TOP 5 IN EUROPE

1. University of Cambridge, UK
2. University of Oxford, UK
3. Imperial College London, UK
4. ETH Zurich – Swiss Federal Institute of Technology, Switzerland
5. UCL (University College London), UK

TOP 5 IN NORTH AMERICA

1. Harvard University, USA
2. Massachusetts Institute of Technology (MIT), USA
3. Stanford University, USA
4. California Institute of Technology (Caltech), USA
5. University of California, Berkeley (UCB),

LISTENING

1 **Listen to how universities are ranked and fill in the table with numbers in percentage. Match the titles with the texts.**

How Universities Are Ranked

Two primary level indicators			
Economic		**Social Affairs**	
1. Innovation **2. Research** **3. Publications**		**4. Facilities** **5. Teaching** **6. Employability** **7. Social Responsibility**	

Economic Indicators

... Innovation, the output of the universities activities and findings to economy, society and culture, in agriculture, healthcare, financial and communication services, and its help in sustaining innovations (which supplant older products with revolutionary and more superior ones) and efficiency designs (which permit companies to build and sell established products for less) help companies serve their existing customers better, that drives economic growth.

... This category criterion looks, at the university's global and regional academic reputation for research excellence amongst their peers. The aggregate number of citations per paper represents the overall impact of the research by the university in industries publications. And finally, the role of universities in disseminating brand-new knowledge and ideas in the global research community.

... This criteria is based on the overall number of scholarly papers (reviews, articles and notes) that contain affiliations to a university and are published in high-quality, impactful journals. This is also influenced by the amount of papers that have been assigned as being in the top 10 percent of the most highly cited papers in the world for their respective fields. As the quantity of highly cited papers is compared with similar papers (same publication year, subject and document type), that can be considered a robust indication of how much excellent research the university produces.

Social Affairs Indicators

... A University's learning and living environment, and infrastructure are a key indicator for students to know what to expect from their university experience. Factors such as housing, IT, library and career development facilities, in addition to the number of students' societies were considered within this criterion. This category is studied to offer a definite sense of the learning environment of each institution from both the student and the academic perspective.

... A University's quality of faculty is a major role of its ability to attract and nurture tomorrow's finest minds, and inspire the next generation of potential research academics. This indicator measured the number of academics who have won major international awards, prizes, medals, and student teaching quality assessment data feedback, in addition to, study rate and student faculty ratio.

... The most important indicator of a university's success is its ability to help industry with innovations, inventions and a work-ready graduated workforce. That can be measured by the number of a university's alumni who have the ability to work effectively in a multi-cultural environment, to deliver presentations, to manage people and projects, and ultimately hold CEO positions internationally, nationally and locally. The data to access these results were gathered from surveys of employers, graduate employment rates and careers service support.

... Effective indicators are the number of obligations a university organizes and takes to society by investing in the local community as well as in charity work and disaster relief. We also examine the inclusiveness of the university to students, especially at scholarships and bursaries, disability access, gender balance and low-income outreach, and the university's engagement in environmental awareness and its regional human capital development.

2 **Mark as True or False**

	TRUE	FALSE
1. Employability means to what extend the university graduates get employed.	☐	☐
2. Social Responsibility means that the university doesn't need to participate in charity activities.		
2. Peers are people of the same nationality.	☐	☐
4. Research also includes the role of Universities in disseminating brand- new knowledge.	☐	☐
5. Social affairs indicators are the indicators that the University deals with issues of the society.	☐	☐
6. Faculty are teachers and professors.	☐	☐
7. Academics are people who deal with science.	☐	☐

READING

1 Read about Cambridge University on Wikipedia or on the University's web page booklet and say what makes it rank first in Europe.

The University of Cambridge

The University of Cambridge is one of the world's oldest universities and leading academic centres, and a self-governed community of scholars. Its reputation for outstanding academic achievement is known world-wide and reflects the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the University and the Colleges.

Many of the University's customs and unusual terminology can be traced to roots in the early years of the University's long history, and this booklet looks to the past to find the origins of much that is distinctive in the University of today.

Cambridge is structured differently to other universities, and these differences make Cambridge special. To help you get started let us explain the basics.

The Cambridge Advantage: Our courses

Cambridge is one of the best universities in the world, offering undergraduate degree courses (also called Triposes at Cambridge) in the arts, social sciences, sciences, engineering and medical sciences. Our courses are distinctive for their:

Flexibility – many of our courses encompass several subjects, which means they're much more flexible than a lot of specialised courses elsewhere. Take a look at the course outlines in the courses profiles and the Subject A-Z for details.

Exploration – most of our courses cover the subject area broadly to start with before allowing you to choose from a range of specialisms. This means you can explore the subject and your strengths and interests fully before you decide which area to focus on.

2 Answer the questions.

1. Where does most of university unusual terminology come from?
2. Why are the courses at Cambridge more flexible than elsewhere?
3. What subject areas do undergraduate courses at Cambridge cover?
5. What are most outstanding achievements that make the Cambridge University known worldwide?

A collegiate university: who does what?

Cambridge is a 'collegiate' university. This means that it comprises:

- various faculties and departments in different academic subjects
- a number of colleges

The key functions that the University (through its faculties/departments) and Colleges are responsible for are outlined below, to show how it all fits together.

The University:

- determines course content
- organises lectures, seminars, practicals and projects
- sets and marks examinations
- awards degrees

The Colleges:

- are responsible for the admission of undergraduate students
- organize small-group teaching (supervisions)
- are responsible for academic and pastoral care
- offer accommodation, places to eat and recreational facilities

We've included some advice on choosing a College and profiles of each College in the Colleges section.

Courses

There are 28 undergraduate courses at Cambridge covering a large number of subject areas. If you can't find the subject you wish to study in the course list below, try the Course Search (by Subject) to see which courses cover the discipline you're interested in studying. Leave the subject field blank to search for all subjects.

WRITING

Project work: Learn as much as you can about 5 universities in the Eastern Europe Region and rank them according to the criteria the World Universities are ranked. Use the percentage system to make the score. Report your results to the class.

Lesson 3

Am I ready?

"Opportunity doesn't make appointments; you have to be ready when it arrives."

Tim Fargo

DISCUSSION POINTS

1 **Read the title of the lesson and brainstorm five things it can refer too.**

2 **Discuss in pairs about your next life step: Are you ready?**

a) to take the Baccalaureate exams?
b) to enroll in a College or University?
c) to leave your home and live in another city/town?
d) to start living without your mum's breakfast?
e) to find the way to your preferred University?

3 **Put a big tick to what have you done to be ready for your next lifesteps.**

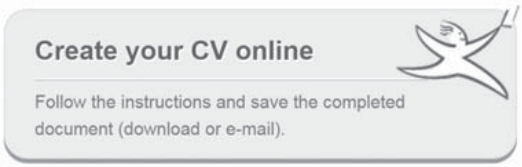
1. You have taken your studies at High School seriously the last three years and you have prepared for the Baccalaureate.
2. You have decided what profession to take and you know what department you are going to enroll at.
3. You have made up your mind regarding what University/College you will study at.
4. You have studied what many Universities offer and you have chosen one already.
5. You have taken an international EFL test and you have a good score.
6. You have applied to several universities and you have been accepted to some.
7. You have learned and practised to prepare your meals yourself.

WRITING AND READING

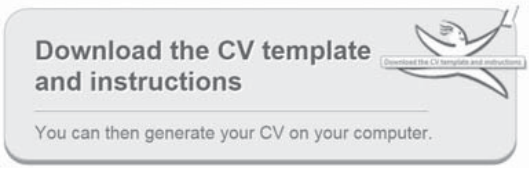
How to write a CV

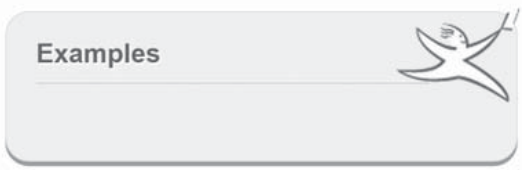
1 **Access the web page https://europass.cedefop.europa.eu/en/home and write your Curriculum Vitae.**

2 **Decide if you want to create your CV online or update it in PDF or XML**



3 **Donwload the CV template and instructions.**





4 **Consider the examples clicking the Examples rubric.**

5 **Read Betty Smith's CV and tick the rubrics that you will include in your CV.**

6 **What rubrics can't you fill in yet?**

europass Curriculum Vitae

PERSONAL INFORMATION

Betty Smith

32 Reading rd,Birmingham B26 3QJ United Kingdom

+44 2012345679 +44 7123456789

smith@kotmail.com

AOL Instant Messenger (AIM) betty.smith

Sex Female | Date of birth 01 March 1975

JOB APPLIED FOR

European project manager

WORK EXPERIENCE

August 2002 – Present

Independent consultant

British Council
123, Bd Ney, 75023 Paris (France)

Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002

Internship

European Commission, Youth Unit, DG Education and Culture
200, Rue de la Loi, 1049 Brussels (Belgium)

- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering sroup on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures

Business or sector European institution

October 2001 – February 2002

Researcher / Independent Consultant

Council of Europe, Budapest (Hungary)

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

1997 – 2001

PhD - Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research on e-learning

Brunel University, London United Kingdom

1993 – 1997

Bachelor of Science in Sociology and Psychology

Brunel University, London United Kingdom

- sociology of risk
- sociology of scientific knowledge / information society
- anthropology

E-learning and Psychology
- research methods

PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
French	C1	C2	B2	C1	C2
German	A2	A2	A2	A2	A2

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills
- team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational / managerial skills
- whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills
- competent with most Microsoft Office programmes
- experience with HTML

Other skills Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.

Driving licence A, B

ADDITIONAL INFORMATION

Publications 'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

WORKING WITH THE NET

Google the net in order to fill in the table below with information on when and how you can apply for a foreign university. Answer the questions.

1. What universities can you apply for?
2. How do the Universities accept the application forms?
3. What documents do you need to supply with the application?
4. What level of English /French do you need to have in order to be accepted?
5. How long a motivation letter do you need to attach to the application documents?
6. What should your general academic score be to be accepted?
7. How many Letters of Recommendation do they ask for?

WRITING

Write a motivational letter to the school of your choice to state your interest in attending a certain course. Write it in an essay / letter format.

Lesson 4

Literary Focus
Holding on to a Dream

It is difficult to say what is impossible, for the dream of yesterday is the hope of today and the reality of tomorrow.

Goddard

DISCUSSION POINTS

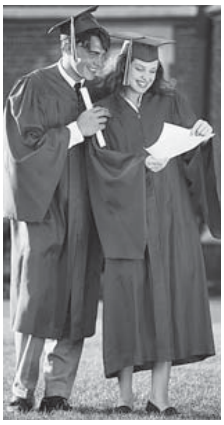
1 **Do you live in the present or in the future? Tell why.**

2 **Do you often think about the future? How do you see (imagine) it? Do you think it possible to hold on to a dream? How can a young person make a dream come true?**

3 **Work as a class. Exchange opinions on the quotation of the lesson.**

4 **a. Work in pairs. The lines below are from a two-stanza poem. Arrange them in the best way that makes sense for you. Share your variant with the other pairs.**

It's a great life.
This is your chance for hope for today
Why don't you reach out and take it?
Stick with your dreams and you'll find the way.
Go get the things that you're after;
It's a great life.
Jump for the top and you'll make it.
Hold out for good times and laughter.
Why don't you reach out and take it?



b. Compare the final variant with the original (see the Supplement).
c. Give the poem a title and explain why you have decided to entitle it this very way.
d. Tell what the message of the poem is. Do you think it helps young people to pursue their dreams? Do you think the life you live is really a great one? Explain why.
e. Learn the poem by heart.

LISTENING

1 **You are going to listen to short extracts from the text *"You'll Be a Man, My Son"*, written by Suzanne Chazin. Judging by the title, try to predict what the text is about.**

2 **Listen to the first part of the text and answer the following questions:**

a. What have you learned about both Rudyard Kipling and Maurice Hamonneau?
b. Who do you think was the other soldier, the one who meant more to Kipling than all the honours in the world?

3 **Listen to the next extract to check if you answered the last question correctly. As you listen, put down words and phrases used by the author to portray and describe John.**

4 **Listen again for more details and then characterize John. Use the words and phrases you have put down.**

READING

1 **Read the sentences below that come from the text. Find them in the text, then choose the letter of the word or phrase that best clarifies the meaning of the boldfaced word.**

1. Britain **was rocked** by news of heavy casualties.
   a. deeply moved b. overwhelmed c. invaded
2. John's departure **loomed** nearer.
   a. seemed b. threatened c. appeared
3. He required parental **consent to** go to the front.
   a. reference b. permission c. content
4. But Kipling could not now **shirk** everything he'd taught his son to believe.
   a. remember b. neglect c. doubt
5. He **trudged** from one muddy outspot hospital to another.
   a. travelled b. walked wearily c. crawled
6. He instantly established **rapport** with the soldiers he visited.
   a. connection b. harmony c. report
7. Nothing could **staunch** the hollow wound that grew within him.
   a. soothe b. stop c. prevent
8. Kipling felt a **surge** of hope.
   a. strong motion b. outbreak c. ray
10. Kipling's godson **bore** the French version of his son's name.
    a. confirmed b. endured c. had as an identification

You'll Be A MAN, MY SON!

by Suzanne Chazin

...In May, Britain was rocked by news of heavy casualties. As wave after wave of recruits went overseas, John's departure loomed nearer. Kipling knew he had a
1 choice. Because John was only 17, he required parental consent to go to the front. But Kipling could not now shirk everything he'd taught his son to believe–no matter what the consequences. He gave his consent.

At noon on August 15, John waved good-by to his mother and sister with a tip of his officer's cap. Carrie Kipling wrote that he looked "very smart and straight
2 and brave, as he turned to say, "Send my love to Daddo," who was already in France.

Just over six weeks later, on October 2, a messenger arrived at the Kipling estate, bearing a telegram
3 from the War Office. John was missing in action, last seen during a battle in Loos, France.

Kipling made desperate efforts to determine John's fate, but no one could supply any information. Unable to sit idly by, he trudged from one muddy outpost hospital to another, searching for wounded men
4 from John's battalion. Quiet and self-effacing, he instantly established rapport with the soldiers he visited. Yet nothing could staunch the hollow wound that grew within him as months went by, and still no news came of his son.

Toward the end of 1917, an eyewitness was finally located who had seen John die two years earlier in the
5 Battle of Loos. Even with this sad news, the family could not find relief, for John's body was never recovered.

During the remaining 18 years of his life, Kipling devoted himself to his duties as a member of the Imperial War Graves Commission, reburying and honoring
6 the dead. He proposed the general inscription on the Stone of Sacrifice at each cemetery–"Their name liveth for evermore"–and the phrase "Known But Unto God" on the headstones of soldiers whose bodies, like that of his son, were never identified.

He visited countless sites and appeared at many functions on behalf of the commission. All the while, he was nearly overwhelmed by a feeling of hopeless-
7 ness. He had sacrificed his greatest gift. For what purpose? On sleepless nights, when the timbered ceilings of his stone house creaked, Kipling sat in the darkness, trying to answer that question. For the first time in his life, the man who'd made his living by words could find none to ease his own pain.

On a journey to France, Kipling visited Maurice Hamonneau, the French soldier who had sent him his Croix de Guerre at the end of the war. Over the years,
8 the two men had corresponded, and a friendship had bloomed. Then one day in 1929, Hamonneau wrote that his wife had given birth to a son. Would Kipling be the godfather?

He would be delighted, Kipling wrote back. It was
9 only fitting, he added, that Hamonneau's copy of Kim and his medal be given to the boy.

Kipling stared out his study window, recalling that joyful moment when he first cradled his own son
10 in his arms. Hamonneau now knew that magical feeling. God, through Kipling, had spared Hamonneau's life, and something miraculous had come from it all.

For the first time in years, Kipling felt a surge of hope. Here is what John had sacrificed his life for–
11 the unborn. Of all the memorials Kipling could construct, none would do more justice to his courageous son's memory than this tiny infant, so full of life and promise.

"My son's name was John," he wrote to Hamon-
12 neau. "So yours must be Jean." And so it was that Kipling's godson bore the French version of his own son's name–and another father could know the hope and delight Kipling had felt, watching a son become a man.

2 **Skim the text for :**

a. Clue words that answer who, what, when, why, how.

b. Proper nouns and what they stand for.

3 **Read the text more carefully and answer the questions that follow.**

1. Why couldn't Kipling but give his consent to John to go to the front?
2. Why was it so important for the writer to determine his son's fate?
3. How did Kipling heal his hollow wound that grew within him?
4. What was the question the writer tried to answer and how would you answer this question?
5. What magical feeling is meant to be known by Hammoneau after he had become father?
6. Why do you think such feelings are considered to be kind of magical ones? Explain your answers.
7. What do parents usually hope while watching their sons become men and what are they delighted at? Give concrete examples, if possible.

4 **Find in the text words corresponding to the following definitions**

a. to need or demand (paragraph 1)
b. to carry (3)
c. strong or firm (4)
d. too many to count (7)
e. make free from pain or trouble (7)
f. proper and right (9)
g. refrain from harming or destroying (10)
h. supernatural, marvelous (10)
i. a feeling that what one desires will happen (12)

5 **Use a synonym for each of the bold word that comes from the text.**

1. It was not easy at all to get the teacher's **consent** for leaving 5 minutes earlier.
2. He was quite aware of the **consequences**; he just pretended he knew nothing about the matter.
3. Her face flamed **instantly** – a fact he noted when his gaze returned to her.
4. Why should you be in such **desperate** haste to succeed? You have the whole life ahead.
5. It was a sign of his history, of his past, and he regarded it with both **yearning** and regret.
6. Why should I **brag** about my brains? Let the others praise my effort and hard work.
7. Being **quick-witted** he didn't need much time to figure out the solution to the problem.

6 **Match the words in pairs of antonyms. Use some in sentences of your own.**

Departure, injustice, despair, to hate, hopelessness, hollow, relief, fearful, joyful, justice, courageous, coolness, hope, sorrowful, arrival, distress, hopefulness, full, to adore, enthusiasm.

7 **Complete each sentence with a word which best conveys the meaning of each of them.** *Looming, humble, wistful, tempting, yearn, bicker, roam, obvious, rumour, overt.*

1. There was a … look in his eyes when he spoke of his childhood. 2. Our neighbours often … over some unimportant issues. 3. For some … reasons, I would not like to reveal my name. 4. He shows no … sign of his unhappiness. 5. Please accept my … apologies for the error. 6. Their being a … offer, I decided to accept the job. 7. When children we used to … through the fields and pick up flowers. 8. There's … he's withdrawing from the election. 9. With final exams … ahead, I doubt I'll have much free time for the next little while. 10. They … for the day when they can be together again.

8 **Use the correct form of the verbs in parentheses.**

1. The sun *(to rise)* in the East.
2. See you in the morning. I *(to live)* now. What I *(to bring)* you when I return? You *(to want)* something special?
3. How long the children *(to sleep)*? It's time for them to get up.
4. I *(to intend)* to make a cake, but I ran out of flour.
5. They *(to look)* for a house for six months before they found one they liked.
6. What you *(to do)* yesterday when it *(to begin)* to rain heavily?
7. This time next year we (to *study)* at the university.
8. Someone *(to eat)* the sweets. The box is empty.
9. By this time next year they *(to visit)* some other 5 countries.
10. He says they already *(to announce)* everybody about the meeting.

9 **Fill in the gaps with a suitable modal verb.**

1. We found out everything. You … not go into details.
2. It is raining heavily; they … be working in the garden.
3. She is so sun burnt! She … have spent her vacation in the South.
4. You … be more careful! How many times should I remind you to behave yourself?
5. You know nothing about the matter; you … … keep silent and let us decide what to do next.
6. Why … I take a decision right now?
7. He pushed the button but it … not ring.
8. … they be lucky and healthy all their life!
9. … she be her mother? She looks so young.
10. Why are you so late with the essay? You … to have presented it long ago.

10 **Insert "to" before the infinitive where required.**

1. When do you expect them … return?
2. The boy was seen … slam the door.
3. We dare not ... ask for apologies.
4. I hate them … leave without saying 'good-bye'.
5. They made her … be more sincere with them.
6. Mother cannot but … remind me of my duties.
7. Do you want me … give you a lift in my car?
8. Let him … marry the girl he loves.
9. How dared he … insult you?
10. She used … give orders and nothing more.
11. We can't have them … obey the rules.
12. How dared he … insult you?

Info Box

Behind the inspirational poem *"If"* lies the story of a father's love and a son's sacrifice.

In 1910 Kipling began to pen some thoughts for his 12-year-old son. He called the poem "If", and included it in a book of children's tales published later that year. The critics didn't consider it one of his greatest works. Yet, within a few short years, the four-stanza poem became a classic the world over, translated into 27 languages.

1 **Scan through the *Info Box* to learn about the history of the poem *"If."***

2 **Either explain or translate the following words and word combinations: *impostor; to stoop; worn-out tools; foe; one turn of pitch-and-toss.***

3 **Find the words in the poem that correspond to the following definitions.**

a. accuse a person of being responsible for something
b. question the truth
c. dishonest person
d. energy and strength
e. mental power by which a person can direct his thoughts and actions, and influence those of others
f. moral excellence

IF

By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired of waiting,
Or being lied about don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can dream–and not make dreams your masters;
If you can think–and not make thoughts your aim;
If you can meet with triumph and disaster,
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build'em up with worn and tools.

If you can make one heap of all your winnings
And risk it on one turn of pitch and toss.
And lose and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone.
And so hold on when there is nothing in you
Except the will which says to them "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute,
With sixty seconds worth of distance run.
Yours is the Earth and everything that's in it,
And–which is more–you'll be a Man, my son!

Learner Training

The distinctive way a poem is laid out on the page is called **the poem's form**. Poems are usually divided into **lines**. In some poems the lines are arranged in groups called **stanzas**. A poem's stanzas may have the same number of lines or varying number of lines.

4 **Work in 4 groups.**

a. Each group read one stanza.
b. Decide upon the main idea of the stanza you have read.
c. Focus your attention on the if-clauses. State what time the conditions refer to.
d. Try your hand at translating the stanza into your native language.
e. Share your translation with the other groups. Evaluate the other groups' translations. Compare your translations with the ones on the Literary Translations page. Draw conclusions.

5 **Work as a class.**

a. Formulate some pieces of advice the stanzas contain. Use the imperative mood (both the affirmative and negative forms).
b. Synthesize all the pieces of advice, defined by the poem's simple, inspirational code of conduct, into a set of values for people to live by. Which of them do you give priority to and why?

6 **Production**

1. Work individually. Rewrite the poem for young people today. The main clause of the poem will be "then the world will be a better place." Write up to 5 if-clauses to express your ideas, beliefs and opinions on how to make the world a better place.
2. Work as a class. Get all the ideas together and arrange them into a poem.

1 **Scan the poem "Don't Quit" for:**
a. The number of stanzas it contains.
b. The number of lines in each of the three stanzas.
c. The lines that rhyme with each other.
d. The imperatives used by the author in each stanza.

2 **Skim the poem and comment on the message of each of the imperatives you have found, as well as on the general message of the poem.**

3 **Read the poem and answer the following questions.**
a. What are the words that rhyme and what is the relationship between them?
b. What words and phrases make a strong impression on you as a reader and why?
c. How do the pieces of advice from the poem motivate you not to give up on your goals and dreams?

Don't Quit

Anonymous

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest, if you must, but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about,
When he might have won had he stuck it out;
Don't give up though the pace seems slow--
You may succeed with another blow.

Often the goal is nearer than,
It seems to a faint and faltering man,
Often the struggler has given up,
When he might have captured the victor's cup,
And he learned too late when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out--
The silver tint of the clouds of doubt,
And you never can tell how close you are,
It may be near when it seems so far,
So stick to the fight when you're hardest hit--
It's when things seem worst that you must not quit.

SPEAKING

1 **Describe the images that come to your mind after reading the above poem?**

2 **Each of the stanzas contains a piece of advice, a message showing us the way out should we face all kinds of difficulties and obstacles. Find these messages and comment on them.**

3 **Give another title to the poem. Share it with your classmates. Give your own reason for choosing it.**

4 **How are the poems "If" and "Don't Quit" alike or different? Compare them in terms of stanza, rhyme, author's message and ending.**

5 **Consider how the themes of the two poems could apply to your life today. Is there any open road to be found and followed without any need to bear in mind the lesson you have learned?**

6 **Think of a motto that you have adopted for yourself, after having studied the two poems, to serve you as a rule of conduct in future. Explain why you have chosen it.**

WRITING

Fulfil one of the tasks below.

1. The title of the lesson is "Holding on to a Dream!". Jot down some instructions for the young to help them hold on to their dreams. Make use of the words and phrases from the poems you have studied in this lesson as well as those you already knew. Try to hold on to these instructions in the years to come.
2. Select a poem from those you have either read or studied that you most like and present it in class together with your opinion and conclusions.
3. In about 230-250 words comment on one of the statements:
   a. "Winners never quit and quitters never win".
   b. "Do live the life you see. Be the best you can be".
   c. "Don't quit. Every difficulty is an opportunity in disguise".

Simply the Best

DISCUSSION POINTS

1 In pairs brainstorm five main characteristics that make a university rank high.

2 Look at the Princeton University Fact File and say what are it's strong points.

READING

1 Read the text and be ready to do the post text activities.

Princeton University is a private Ivy League research university in Princeton, New Jersey. Founded in 1746 in Elizabeth as the College of New Jersey, Princeton was the fourth chartered institution of higher education in the American colonies and thus one of the nine Colonial Colleges established before the American Revolution. The institution moved to Newark in 1747, then to the current site nine years later, where it was renamed Princeton University in 1896.

Princeton provides undergraduate and graduate instruction in the humanities, social sciences, natural sciences, and engineering. It offers professional degrees through the Woodrow Wilson School of Public and International Affairs, the School of Engineering and Applied Science, the School of Architecture and the Bendheim Center for Finance. The University has ties with the Institute for Ad-

PRINCETON UNIVERSITY

Latin: *Universitas Princetoniensis*	
Former names	College of New Jersey (1746–1896)
Motto	*Dei sub nūmine viget* (Latin)
Motto in English	Under God's Power She Flourishes
Established	1746; 269 years ago
Type	Private
Endowment	$21.0 billion
President	Christopher L. Eisgruber
Academic staff	1,172
Administrative staff	1,103
Students	8,088
Undergraduates	5,391
Postgraduates	2,697
Location	Princeton, New Jersey, United States
Campus	Suburban, 500 acres (2.0 km^2) Princeton)
Colors	Orange and black
Athletics	NCAA Division I Ivy League, ECAC Hockey, EARC, EIVA, MAISA
Nickname	Tigers
Affiliations	AAU, URA, NAICU
Website	Princeton.edu

vanced Study, Princeton Theological Seminary, and the Westminster Choir College of Rider University. Princeton has the largest endowment per student in the United States.

The University has graduated many notable alumni. It has been associated with 37 Nobel laureates, 17 National Medal of Science winners, the most Abel Prize winners and Fields Medalists of any university (two and eight, respectively), nine Turing Award laureates, three National Humanities Medal recipients and 204 Rhodes Scholars. Two U.S. Presidents, 12 U.S. Supreme Court Judges (3 of whom currently serve on the court), numerous living billionaires and foreign heads of state are all counted among Princeton's alumni. Princeton has also graduated many prominent members of the U.S. Congress and the U.S. Cabinet, including eight Secretaries of State, 3 Secretaries of Defense, and two of the past four Chairs of the Federal Reserve.

2 **Answer the questions.**

1. What type of university is Princeton University?
2. Why is the university so prestigious?
3. Who are many notable alumni of this University?
4. Does Princeton concentrate more on humanities or on sciences?

3 **Make pairs of synonyms**

Private, endowment, charter, laureate, head of state, graduate, president, known, finish, equipment, winner, notable.

Learner Training

Tips for writing a great conclusion:

1. The topic sentence (S – SAY It sentence) of your conclusion should summarize what you said in your thesis statement. Link the last paragraph to the first.
2. Do not simply restate your thesis statement, as that would be redundant.
3. Rephrase the thesis statement with fresh and deeper understanding.
4. Your conclusion is no place to bring up new ideas.
5. Your supporting sentences (E – Evidence sentences) should summarize what you have already said in the body of your essay. If a brilliant idea tries to sneak into the final paragraph, you must remove it and let it have its own paragraph in the body, or leave it out completely.
6. Your closing sentence is your last word on the subject; make it a great one.
7. Demonstrate the importance of your ideas.
8. Propel your reader to a new view of the subject.
9. End on a positive note.
10. Your closing sentence should make your readers glad they read your paper.
11. Remember that you can also use a strong quote to end your essay as well.

Conclusion DON'Ts

1. Don't just repeat your thesis statement.
2. Don't just summarize your essay.
3. Avoid using phrases like "In conclusion," and "To wrap things up." These are useful in an oral presentation, but sound stiff in an essay.
4. Resist the need to apologize for your writing; this weakens your argument.

WRITING

Refer to the university / college you have chosen to study at and write an argument of 250 words on why you have chosen this institution. Be sure to write a strong conclusion.

Writing Skills Development

In Conclusion

Always leave them wanting more.
PT Barnum

DISCUSSION POINTS

1 **Read the lesson quote and discuss what it means to you. What does it mean in the context of this portion of the writing lessons?**

2 **Read, consider and share your thoughts about the following questions.**

1. Have you ever read a great book that ended abruptly, and left you disappointed? Was it still a great book?
2. Have you ever smelled something great cooking only to find that it wasn't for you, and you couldn't have any? How did you feel?
3. Have you ever listened to a great speech that was exciting to hear, but it ended with "that's all I wanted to say"?

4. Have you ever been engrossed in a fantastic television serial that suddenly gets canceled?
5. What do all of these questions have to do with writing a strong conclusion?

READING

Like the ending to a great film or book, a good conclusion should bring the thoughts you have included in your essay to a close, and give your reader a little extra to think about. Like the last bite of a terrific meal, a conclusion should leave your reader with a great taste in the mouth and considering a little something for dessert. On a more practical note, a great conclusion should summarize your thesis statement (see page 21) without repeating it, and you can also refer back to your hook.

1 **Read the following conclusions and determine whether they are strong or weak. Discuss the difference that you find between the 4 conclusions.**

1. There are a lot of careers to choose from, and it's important to choose the right one for you. You may disagree, but that's how I feel about it.
2. Ultimately, the process of choosing the "right" university is a private one; there are so many factors involved. Bottom-line it, if you are paying for your university education, shouldn't you be happy with your choice?
3. In conclusion, I would like to say that we all have choices to make about our future.
4. As we go about the difficult task of choosing our career path, not only do we have to know our strengths and weaknesses, but we have to determine what will make us most happy. We must remember that life is short and too many hours are spent at work. Therefore a balance must always be struck between the necessities of life and the joy of living. As the poet and writer Maya Angelou said, "Making a 'living' isn't the same as making a life."

2 **Read the last conclusion, and write an outline for how the essay that it belongs to might have looked. *Hint:* The title of the essay is "Finding Happiness on Your Career Path."**

WRITING

Write a minimum 300-word essay on the following prompt: *The actress and cultural icon Marilyn Monroe once said, "A career is wonderful, but you can't curl up with it on a cold night." What did Monroe mean by this statement, and do you agree or disagree with it? Defend your answer.* Use the S.E.E. method for writing your essay, and focus on writing a strong conclusion that will make your readers carefully consider what you have to say.

Tying It All Together – Using Connective Words and Phrases

Imagine if someone played the piano with one finger; each note separate. What would that sound like? It would be very boring to listen to after a short time. The same thing happens with sentences that don't use linking or connective words and phrases. They quickly begin to sound very boring and repetitive.

Example: *John is happy to be graduating. He is going to go to university next year. John worked very hard to get good marks. He graduated with good marks. He is very proud of his marks. John is especially proud of his marks in English. John is having trouble deciding which university to go to. He wants to go to a university in Moldova. Maybe he will find a university in Romania. He hopes he can find a university where English is spoken.*

Thank goodness, the English language is filled with wonderful linking words and phrases to help us read more quickly, skim and scan texts more efficiently, emphasize points, elaborate, or provide contrast, and simply make anything written more enjoyable to read and more flowing. As you write essays, you will want to remember to use lots of linking words so that you can keep the interest of your readers.

Below is a chart of some basic connective words and phrases listed by type and function. As your writing improves, take some time to explore new linking words.

Linking Words and Phrases – (This chart only shows a few of many.)

ADDING
and
also
as well as
moreover
too
additionally

SEQUENCING
first, second, third...
finally
next
meanwhile
after
then

ILLUSTRATING
for example
for instance
in the case of
as revealed
illustrated by
hence

RESULTS
because
so
therefore
thus
consequently

COMPARING
similarly
likewise
as with
like
equally
in the same way

QUALIFYING
but
however
although
unless
except
apart from
as long as
if

CONTRASTING
whereas
instead of
alternatively
otherwise
unlike
on the other hand
conversely

EMPHASISING
above all
in particular
especially
significantly
indeed
notably

1 **Put the correct linking word or phrase into the following sentences below.**

1. I want to stay in Moldova, ... my friend wants to go to Romania.
2. Sally liked everything about her job ... the pay was too low.
3. The university campus is really nice. ... it has terrific teachers!
4. You'll have to turn in your essays by Thursday; ... you will get bad marks.
5. I'm looking, ..., for a university that has a strong focus on the humanities.
6. ... I would like to visit the Taj Mahal, ... I'm off to see Delhi.

2 **Use linking words to rewrite the "example" paragraph above so that it reads much smoother.**

Round Up

READING

1 **Read the text and use the appropriate form of the verb in brackets.**

1. ... He (to enter) the great shop and (to ask) where he (can) hand in a letter that answered the advertisement. The far end of the shop (to point) out to him and he (to tell) that when he (to pass) a door there, he (to find) a Mr. Anthony who (to read) the letter. *(Sean O'Casey. Coming of Age).*

2. ... We went through beautiful rooms, and I (can) see that they (to be) rooms of a hospital. At the door of one room the nurse (to stop, to smile and to ask) me to be silent. We (to look) into the room. The two boys (to sit) near the bed of a girl who (to look) about twenty years old. She (to wear) a nice silk jacket, and she (to listen) attentively while the little boys (to talk). *(A.J. Cronin. The Two Gentelmen of Verona)*

3. Dear Mary,

We (to be) sorry we (not can, to be) here to welcome you. Please (to make) yourself comfortable, and (to use) whatever you (to need). You (to find) plenty of food in the refrigerator whenever you (to feel) hungry. You (to find) cold drinks whenever you (to be) thirsty. You (to find) several kinds of pills in the medicine cabinet in case you (to have) a headache or a sore throat. If anyone (to ring up) while we (to be) away, say that we (to be) back next Thursday. When the newspaper boy (to come) to collect money tomorrow, please pay him 1.50. We (to return) the money to you when we (to see) you next Thursday evening.

Drink as much milk as you (to be) able to drink while you (to be) here! We (to telephone) you just before we (to start) our trip home.

5. In the fall of the year, when the first snows (to fall) and much ice (to run) in the river, Beauty Smith (to take) passage for himself and White Fang on a steamboat bound up the Yukon to Dawson. White Fang (to achieve) now a reputation in the long. As "The Tighting Wolf" he (to know) far and wide, and the cage in which he (to keep) on the steamboat's deck usually (to surround) by curious men. He (to rage) and (to snarl) at them. Life (to become) a hell to him. He (not to make) for the close confinement wild beasts (to endure) at the bands of men. And yet it (to be) in precisely this way that he (to treat). Men (to stare) at him, (to poke) sticks between the bars to make him snarl, and then (to laugh) at him. *(Jack London. White Fang)*

6. Yes, Mr. Gray, the gods have been good to you. But what the gods (to give) they quickly (to take) away. When your youth (to go), your beauty (to go) with it, and then you suddenly (to discover) that there (to be) no triumphs that the memory of your past (to make) more bitter than defeats.

Live. Live the wonderful life that (to be) in you! Let nothing (to lose) upon you. Be afraid of nothing. The world (to belong) to you for a season. The moment I (to meet) you I (to see) that you (to be) quite unconscious of what you really (to be), of what you really might be. There (to be) so much in you that (to charm) me that I (to feel) I must tell you something about yourself. I (to think) how tragic it (to be) if you (to waste). For there (to be) such a little time that your youth (to last)–such a little time. The common hill-flowers (to wither), but they (to blossom) again. The laburnum (to be) as yellow next June as it (to be) now. In a month there (to be) purple stars on the clematis. But we never (to get) back our youth. The pulse of joy that (to beat) in us at twenty, (to become) sluggish. Our limbs (to fail), our senses (to rot). We (to degenerate) into hideous puppets, haunted by the memory of the passions of which we (to be) too much afraid, and the exquisite temptations that we (to have) not the courage to yield to. Youth! Youth! There (to be) absolutely nothing in the world but youth! *(Oscar Wilde. The Picture of Dorian Gray)*

8. "It's a game, you (to see). I'll suggest to one of them that we (to go) hunting. I (to give) him a supply of food and a hunting knife. I (to give) him a three-hour head start. Then I (to follow) him. If he (can, to escape) from me for three whole days, he (to win) the game. If I (to find) him, he (to lose)."

... "I (to admit) defeat if I (not to find) you by midnight of the third day. My boat (to take) you to the mainland. I suggest you (to wear) moccasins. They (to leave) a poorer trail. I (to suggest) that you (to stay) away from the big swamp. I (not to follow) till dark." *(Richard Connell. The Most Dangerous Game.)*

GRAMMAR

1 **Change the active constructions into passive ones.**

1. We received this letter after his departure.
2. Have the dogs ever attacked you?
3. The man is selling chocolate and ice-cream.
4. Bees gather honey from the flowers.
5. They have told Steve about this.
6. They brought the piano into the room.
7. The storm was driving the ship against the rock.
8. The little boy will show you the way.
9. He teaches pupils many useful things.
10. Who discovered the circulation of the blood?
11. I must tell Mary about our change in plans.
12. Electricity moves machines.
13. We form the passive voice with the help of the auxiliary verb "to be".
14. We should send these letters by air mail.
15. People speak English in many parts of the world.
16. We pronounce this consonant with aspiration.
17. They built this hospital two years ago.
18. They didn't turn off the light.
19. They ate all the cakes yesterday.
20. We shall finish this work in time.
21. Where will they build a new school?
22. Somebody has left the door open.
23. Bad weather has put off our trip.
24. He had sent the telegram before his brother returned.
25. They had staged two Shakespeare plays by the end of the last year.
26. She will have finished the report by noon.
27. They will have read the book by then.
28. We must observe silence in the Reading Room.
29. The firemen are putting the fire out.
30. Are they selling oranges?

VOCABULARY

1 **Use the word given in capitals at the end of each line to form a word that fits in space in the same line. There is an example at the beginning.** ***EXAMPLE: 0. BEGINNINGS***

Humans have struggled against weeds since the (0) … of agriculture.	BEGIN
The global need for weed control has been answered (1) … by the	MAIN
chemical industry. Its herbicides are (2) … and sometimes necessary.	EFFECT
Some of them pose serious problems, particularly if they are (3) … .	USE
Recently, several herbicides that are (4) … sound have been introduced.	ECOLOGY
Hence, (5) … are exploring the weed-living powers of living organisms.	SCIENCE
The biological agents now in use are (6) … to humans and offer the	HARM
benefit of specificity. They can be chosen for their (7) … to attack	ABLE
selected targets and to spare only those that are naturally (8) … .	RESIST
Some biological agents can be used only once, after which no added (9) … .	APPLY
are needed. Chemicals must be typically used several times per (10) … season.	GROW

2 **Choose the right word, adjective or adverb.**

1. She looked sad/sadly when I saw her.
2. I always feel nervous/nervously before examinations.
3. She reached the shore safe/safely.
4. It was getting cold/coldly.
5. Father looked at me angry/angrily.
6. Mother felt the silk careful/carefully.
7. He always feels bad/badly when in their company.
8. He drove careful/carefully along the road.
9. The dog smelled the man cautious/cautiously.
10. These flowers smell good/well.
11. They felt their way careful/carefully in the dark.
12. This music sounds pleasant/pleasantly.
13. This soup tastes good/well.
14. The cook tasted the soup cautious/cautiously.
15. How sweet/sweetly the birds sing!
16. The sun sank low/lowly in the sky.
17. The little boy is always so slow/slowly!
18. Mother shut the door quiet/quietly.
19. Most small cars do not go very quick/quickly.
20. This little girl writes very bad/badly.
21. At disco parties the music is played very loud/ loudly.
22. A ninety-year old man may not remember things clear/clearly.
23. My grandmother speaks soft/softly.
24. He was so tired that he could hard/hardly walk.
25. She has been working hard/hardly in the garden since early morning.

Test Five

1 **Choose the best variant.**

1. These species of roses … her favourite.
   a. is *b. are*
2. The Weldons … for the seaside tomorrow.
   a. is leaving *b. are leaving*
3. The tuition fee for a year … fifteen thousand.
   a. is *b. are*
4. Politics … attract me any more.
   a. don't *b. doesn't*
5. The teacher stated that her knowledge of Mathematics ... higher than that of other students.
   a. was *b. were*
6. He was very glad to stay in ... comfortable lodgings.
   a. this *b. these*
7. The news ... not the best.
   a. was *b. were*
8. The soldiery ... how to use modern guns.
   a. knows *b. know*
9. The wages ... paid once a month by the accountant.
   a. is *b. are*
10. "The Adventures of Tom Sawyer" ... published in 1876.
    a. was *b. were*
11. The poultry … been taken to the pond.
    a. have *b. has*
12. All the equipment ... destroyed in the fire.
    a. was *b. were*

2 **Write the plural of these nouns**

1. a march	12. a story	23. a roof	34. a brother	45. a father-in-law
2. a caprice	13. a deer	24. a safe	35. a cow	46. a milkman
3. an orange	14. a Cicero	25. a gulf	36. a handkerchief	47. a commander-in chief
4. a duty	15. a volcano	26. a still life	37. an aircraft	48. a class
5. a piano	16. an army	27. a fish	38. a million	49. an architect
6. a hair-do	17. a cuckoo	28. a thief	39. a story-teller	50. a magazine
7. a zero	18. a life	29. a tooth	40. a forget-me-not	51. a sheep
8. a hero	19. a scarf	30. a louse	41. an editor-in-chief	52. a proof
9. a potato	20. a photo	31. a mouth	42. a man-of-war	53. a passer-by
10. a cargo	21. a hoof	32. a sheaf	43. a looker-on	54. a step-child
11. a mosquito	22. a loaf	33. an ox	44. a Frenchwoman	55. a housewife

3 **Fill in:**

a) leave or let ?

to leave means *to allow to remain behind/ to forget to take;*
to let means *to permit/ to allow to do something*

1. I wanted to go out but my mum wouldn't … me. 2. I must go back. I have … my car keys behind. 3. She … her children play in the street. 4. We usually … our paperwork at the office. 5. He … his car in the middle of the road. 6.You shouldn't … the door open when you go out. 7. … Nick write the letter. 8. Pete is … his beard grow. 9. Please, … me drink some water. 10. … me alone.

b) hard or hardly?

hard has the meaning of *putting great effort into the stated activity, diligent;*
hardly means *almost not, only with great difficulty*

1. She works …. 2. I can … wait to hear the news. 3. The pupils worked … for the exams. 4. She could … speak for tears. 5. They … go out these days. 6. You will have to study … if you want to pass the exam. 7. She is a … worker. 8. We have … eaten anything this morning. 9. He … felt any pain.

c) lie or lay?

to lie means *to be or remain in a flat position on a surface;*
to lay means *to place/ to put, esp. carefully, in a horizontal position; to prepare, make ready*

1. She … the table. 2. They … the wounded soldier on a bed. 3. They … their coats over their chairs. 4. She just … on the beach all day. 5. There were a lot of old books … on the desks. 6. The soldier … dead on the ground. 7. Chișinău … about 200 km from the seashore. 8. When he comes home after school, his mother … the table for him and then … down on the sofa to have a rest.

4 Change the forms of the personal pronouns in brackets as appropriate.

1. (You) are the best essays out of the ones submitted to the contest.
2. Will you give (I) permission to take a photograph of your yard in front of the house? I would like to take a picture of those yellow flowers.
3. (They) are the most competitive works.
4. Did you invite (he) to come to your party?
5. (I) is the red car over there. (She) is the blue one. (He) is the nicest of all three cars.
6. Do you want (we) to read it for you ?
7. He takes much interest in you and (you) success.
8. Listen to (they). They know what they are talking about.
9. This is (I) book. I bought it two days ago.
10. We are proud of (we) family.
11. These seats are (we). They are indicated on (we) tickets.
12. The Pratts invited us to see (they) new house. We liked it. (It) front yard is very green and has a lot of flowers.

5 Convert into indirect speech.

He said,

1. The earth goes round the sun.
2. In Britain most of the shops close at 5.30 p.m.
3. We work 8 hours a day.
4. Carpenters don't make things from metal.
5. Moldova is situated in the south-eastern part of Europe.
6. People all over the world want to live in peace.
7. Jet aircraft make a lot of noise.
8. Professor M. publishes papers in the leading journals.
9. The River Danube flows into the Black Sea.
10. Mice don't catch cats.
11. Progressive people all over the world protest against terrorism.
12. A drop in barometric pressure indicates a change in the weather.

Self Assessment

B1+ European Language PORTFOLIO Européen des Langues

Listening	Yes	No	Improve
I can understand an interview with a professional from radio or tv programs when the ideas are clear and the speed of the speech is not very fast.			
I can understand texts read orally containing indicators expressed in percentages or other terms analyzing statistics.			
Speaking			
I can express my thoughts on issues of professions, I can say what I have done in order to be ready for exams.			
I can maintain a dialogue with an English speaking person discussing advantages and disadvantages of certain universities for me.			
Reading			
I can read and understand texts about professions containing specific terminology that isn't very complex.			
I can select statistical data expressed in percentages from graphs and tables.			
I can read and understand texts on university descriptions published in Web Pages and university booklets.			
Writing			
I can write about a university fact factor, texts containing information in figures and percentage.			
I can write a motivation letter for university that contains information about my decision to study.			

SUPPLEMENT

Sample Tests – National Baccalaureate

TEST 1. **Read the text and fulfill the activities to it.**

Bullying is defined as a form of aggression that is repetitively exerted against an individual who feels unable to defend him/herself. This aggression may occur directly against someone in a physical or verbal manner. Bullying can also be indirect whereby the targeted person experiences the aggression through others (for example, gossiped about, excluded from a social activity).

How do we tell the difference between bullying and normal childhood conflicts and teasing? Unlike teasing, bullying happens repeatedly, is ongoing and usually one-sided. Compared to teasing, bullying is often an attempt to gain control over, intimidate, dominate, or negatively influence someone else. While teasing is usually short, bullying is persistent, far-reaching in scope, and deeply affects its target. Sometimes it may also be a crime.

Bullying comes in many forms. It can be physical, verbal or emotional. It can be violent, or purposely isolate and exclude someone. It may be based on sexual orientation, racial background, age, gender, or appearance.

Girls tend to bully other girls indirectly through the peer group. They more often share with other girls (and boys) hurtful information about the targeted child. They may create mean names, gossip, and come up with ways of letting another girl know that she is rejected from the peer group. These are called "relational" bullying because they attack relationships and friendships.

In contrast to girls, boys of any age and ethnic group tend to be physically aggressive. They can hit, kick, slap, push, or punch. Also, research shows that physical abuse tends to occur more often among boys than girls at all educational levels.

Also boys may be more accepting of bullying, than girls. That is, boys may like a girl, even if she bullies others and like other boys who bully. Girls may still befriend boys who bully, but they tend to dislike girls who bully. At the core of these differences are children's and, indeed, societal beliefs about acceptable behaviors for boys and girls. Many people may see bullying among boys as "just boys being boys". So, girls may accept this attitude and tolerate boys' bullying. However, girls may be less accepting of girls who bully if it is seen as overly aggressive.

All types of bullying may have a tremendous impact on targeted children. They may feel depressed, anxious, eat or sleep less or more, have difficulty concentrating on school work, have trouble making friends with others, lie, steal, run away from home, avoid school or even consider suicide.

There may also be long-term effects of bullying on bullies themselves. Some children who bully at a young age may continue to use aggression and control in other relationships as they grow older. As adults they may be aggressive towards colleagues, use aggression with their own children, and engage in criminal acts including sexual assault. Girls involved in significant bullying in the early grade school years may experience depression over a long term, attempt suicide, or develop an eating disorder.

Bullying is often linked with shame, isolation, self-blame and silence. Kids believe something is wrong with them that justify the bullying. Silence and shame allow the problem to continue. They avoid getting help and support. Teens in particular are hesitant to identify bullying. As a result, many do not seek assistance and may even deny that there is a problem. Unfortunately, bullying is common in our society.

We are becoming much more aware of the significant effects of bullying. This awareness is society's most important tool to protect our children.

1 **Do you consider bullying to be a kind of aggression? Why? Why not?**

2 **What short-term and long-term effects can all types of bullying have on victims?**

3 **Find in the text words corresponding to the following definitions.**

a. a sudden and violent attack, esp. with hostile words
b. any aim one tries to achieve
c. the basic and most important part of something
d. tending to doubt

4 **Write one synonym (S) and one antonym (A) for each of the words given below.**

a. often (adv.) b. to gain c. mean (adj.) d. to reject f. significant

5 **Decide whether the statements below are true (T) or false (F). Justify your choice.**

a. Bullying is the same as teasing.
b. Bullying has no impact on bullies themselves.

6 **Choose 2 of the forms of bullying enumerated in paragraph 3, you consider to be the most dangerous and explain your choice.**

7 **Enumerate at least 4 (2:2) effects of bullying among both girls and boys.**

8 **Agree or disagree. Tell why?**

a. Bullying is more common among boys than among girls.

b. "Teens, in particular, are hesitant to identify bullying and, as a result, many do not seek assistance and may even deny that there is a problem".

9 **Enumerate at least 3 weapons against bullying and explain why you think they might work.**

10 **Choose from the phrases below those that describe bullies and those that describe victims. Write them in two columns. Comment on your choice.**

Need to feel powerful; are unhappy at school; are quiet and shy; are less inclined to fight back; are good at talking themselves out of trouble; lack empathy for victims; are physically weak and submissive; are not confident in their abilities and strengths; pretend to have been provoked; are angry, impulsive and have low self-esteem; are socially awkward and insecure; derive satisfaction from inflicting suffering; are prone to be depressed; likely to have few friends and little social support.

11 **In about 5 lines explain what the main idea of the text is.**

12 **Entitle the text. Write it in the form of a sentence.**

GRAMMAR. Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.

Mamzelle Aurlie possessed a good, strong figure, ruddy cheeks, hair that was changing from brown to gray, and a determined eye. She wore a man's hat about the farm, and an old blue army overcoat when it was cold, and sometimes top-boots.

Mamzelle Aurlie had never thought of marrying. She never **(be)** … in love. At the age … twenty she had received a proposal, which she had promptly declined, and at the age of fifty she had not **yet/still** lived to regret it.

… she was quite **alone/lonely** in the world, except for her dog Ponto,

One morning Mamzelle Aurlie stood upon her gallery … a small band of very small children appeared, **who/which** might have fallen from the clouds, so unexpected and **bewildering/bewildered** was their coming. They **(be)…** the children of her **(near)** neighbour, Odile. The young woman appeared, being accompanied … these four children. … face was red and disfigured from tears and excitement. She had been summoned … a neighbouring parish by the dangerous illness … her mother and Valsin **(wait)…** with the mule-cart to drive her to … station.

She **(leave)…** them crowded into the narrow strip of shade on the porch of the house; the white sunlight **(beat)…** in on the white old boards; some chickens were scratching in the grass … … foot of the steps. **There was/ It was** a pleasant odor of pinks in the air.

Mamzelle Aurlie stood contemplating … children. She began by feeding …. But little children are not little pigs: they require attentions … she was ill prepared to give.

CIVILIZATION. Write a 70-80-word coherent text describing for the following situation. *A foreign friend of yours is planning to visit Moldova. What places would you prefer to take him to and why?*

CREATIVITY. Write a coherent 200-250-word text expressing your attitude on the given topic. *Is it appropriate for students and teachers to be friends on Facebook?* **Use the following plan:**

- Make an introduction;
- Bring at least two arguments/examples;
- Draw a conclusion.

TEST 2. Read the text and fulfill the activities to it.

All parents like to believe their kid is gifted.

According to James T. Webb's "there are specific traits that mark a gifted child. Some–like unusual alertness–can be spotted as early as infancy. Others, such as self-taught reading and writing skills, imaginary playmates, excellent memory, emerge in preschool. Still others, like unusual sense of humor, are open to interpretation.

Signs of genius might also include an unusually large vocabulary, intense feelings and reactions, a sense of justice at an early age, daydreaming, highly developed curiosity, and a tendency to ask probing questions.

But are geniuses born to it, or can they be made?

Most experts agree that there's no one formula to ignite genius, but there are ways to encourage these traits in children, should they exhibit them at an early age. And doing so is vital. A recent study in the journal *Psychological Science* found that exceptionally gifted students often get lost in the classroom because the curriculum can't keep up with their rate of learning, and teachers focus on students who struggle rather than those who excel. These obstacles resulted in missed learning opportunities, frustration, and underachievement, the researchers say.

This is where parents come in. They can help children find their true element by taking cues from the child," Kathy Nilles, Parent Services Manager at the National Association for Gifted Children, tells parents. That means tuning in to your kid's strengths and interests and helping them find ways to explore those areas. And remember that this is their moment, not yours, so just because you regret giving up the cello in third grade doesn't mean your little one needs to pick up where you left off. "We, as parents, should not relive our own childhood dreams – or force children to take on the interests or activities we want for them," says Nilles.

Parents should also be careful not to write off any interest or passion as too unusual or advanced. If a child mentions she or he wants more, increasingly difficult homework parents shouldn't laugh and tell her or him to enjoy her or his youth. Instead, they should help their children find the next challenge. "A common myth is that parents of gifted young people are pushing their children, when in reality these children are often leading their parents by asking for more challenge to match their intellectual needs," Julie Dudley, Director of the Davidson Institute for Talent Development in Reno, Nevada, tells parents. "For example, if a child is hungry for knowledge in mathematics, science or music, parents can seek out mentors, tutors or online learning resources."

The good news is that even if a child isn't a true genius, there are steps parents can take to encourage him to be his most productive self. In "Beyond Intelligence: Secrets for Raising Happily Productive Kids," authors Dona Matthews and Joanne Foster offer a checklist of what they call "brain-building experiences," including reading aloud, visiting museums, taking walks in nature, and creating art projects. But just as important as these activities is time for reflection. Parents should talk with their children about what they learned, how it connects with what they already know, and what they want to do, see, or learn next.

In such a way parents will both help their children develop many of the traits their children exhibit and really encourage them to become their most productive selves.

1 **Answer the questions below.**

a. At what age can the specific features that mark a gifted child be spotted?

b. Why is it so important to encourage such specific traits in children at an early age?

2 **Find in the text words corresponding to the definitions given below.**

a. not real; existing only as an idea in your mind

b. to live over or through again

c. to be extremely good at something

d. anything that claims effort, interest, feeling, etc.

3 **Write either a synonym (S) or an antonym (A) for each of the given words.**

a. trait

b. cue

c. to exhibit

d. gifted

a. myth

b. to give up

c. strength

d. to emerge

4 **Are the statements below true (T) or false (F)? Justify your choice.**

a. Parents can't help their children reveal their strengths and interests.

b. It is parents who should choose what activities their children should take up.

5 **Agree or disagree with the statements. Tell why?**

a. "Teachers focus on students who struggle rather than those who excel".

b. "… parents of gifted young people are pushing their children".

6 **In your own words, explain the following statements that come from the text.**

a. "… that means tuning in to your kid's strengths and interests and helping them find ways to explore those areas".

b. "We, as parents, should not relive our own childhood dreams".

7 **In your opinion, how important is the time for reflection parents should have with their children? Give reasons.**

8 **In about 5 lines (50 words) write what the main idea of the text is.**

9 **Entitle the text. Write it in the form of a sentence.**

GRAMMAR. Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.

… night, when Mamzelle Aurlie ordered … of them to bed, they stayed uncomprehending before her. **What/How** about the little white nightgowns, the tub of water **which/that** had to be brought and set … … middle of the floor, in which … little tired, dusty, sun-browned feet had to be washed clean? It made Marcline and Marclette laugh **merry/merrily** … the idea that Ti Nomme could fall asleep … being told … story … that Lodie could fall asleep without **(rock)**… and sung to.

"I tell you, Aunt Ruby," Mamzelle Aurlie informed … cook in confidence; "I … … manage a dozen plantations! It is **(interesting)**!" Mamzelle Aurlie **also/certainly** did not aspire to … subtle knowledge on the subject as Aunt Ruby possessed; … had raised five and buried six in her day. She **(be)** glad to learn a … mother-tricks to serve … moment's need.

Ti Nomme's sticky fingers compelled her to unearth white aprons that she **(not, wear)** for years, and she had to accustom … to his moist kisses. **It/There** took her some days to become accustomed … the laughing, the crying, the chattering that echoed through and around the house … day long. … at the end of two weeks Mamzelle Aurlie had grown quite used to … things, … she no longer complained.

CIVILIZATION. Write a 70-80-word coherent text describing for the following situation. ***Describe your favourite literary character (from English, American or Romanian literature) and describe what makes that character your favourite.***

CREATIVITY. Write a coherent 200-250-word text expressing your attitude on the given topic. ***Children learn best by observing the behaviour of adults and copying it.*** **Do you agree or disagree? Use specific reasons and examples to support your answer. Use the following plan:**

- Make an introduction;
- Bring two arguments/examples;
- Draw a conclusion.

TEST 3. Read the text and fulfill the activities to it.

Malala Yousafzai once wrote: "We realize the importance of our voices only when we are silenced. I was shot on a Tuesday at lunchtime, one bullet, one gunshot heard around the world."

Two years and a day after her attempted assassination by Taliban gunmen, that shot continued to reverberate with the Nobel committee's announcement that the 17-year-old Pakistani schoolgirl is to share the peace prize, its youngest recipient ever.

When the news broke, Malala was in a chemistry class at Edgbaston high school for girls, Birmingham, far away from the mountain-fringed city of Mingora in the picturesque Swat valley where she was born, and where she began her outspoken campaign for the right to education, and where she almost died on October 9, 2012.

Malala's campaign, noted the Nobel committee, has been carried out "under the most dangerous circumstances", and it places her alongside previous recipients Nelson Mandela, Martin Luther King and Aung San Suu Kyi.

The award, she said, "is for all those children who are voiceless and whose voices need to be heard".

She saw it as motivation to continue her campaign for equal rights to education. "I felt more powerful and more courageous because this award is not just a piece of metal or a medal you wear or an award you keep in your room. This is encouragement for me to go forward."

The school, Khushal public school, was founded by her father, who encouraged Malala to speak freely and learn everything she could. By then, though only 15, she was an outspoken critic of the tactics of the Taliban, who overran the city in 2009, in denying education to girls.

Since the age of 11 she had been championing girls' education in Pakistan, speaking out in TV interviews and the subject of a documentary in 2009. Under the auspices

of her father, also outspoken on education, she wrote a diary about life under Taliban rule which ran on BBC Urdu between January and March 2009.

If before the attack Malala had been an outspoken advocate for equal education, she became an international force after it.

She has continued to campaign, meeting Barack Obama, being named one of Time magazine's 100 most influential people and last year publishing the memoir "I am Malala".

Addressing the UN on her 16th birthday, she said: "One child, one teacher, one book, one pen can change the world." Her awards include the European parliament's Sakharov prize for freedom of thought, Mother Teresa Memorial Award for Social Justice, Simone de Beauvoir Prize, and last year the UN made July 12, her birthday, Malala Day, celebrating the campaign for a child's right to receive an education.

Barack Obama, the US president, himself a Peace Prize Laureate, said he was awestruck by Malala's courage as he hailed her Nobel win. He was filled with hope knowing this is only the beginning of her extraordinary efforts to make the world a better place.

Pakistani Prime minister, Nawaz Sharif, said she was the "pride" of the country. Girls and boys of the world should take the lead from her struggle and commitment".

On October 22, Malala traveled to Ottawa, Canada. She was awarded honorary Canadian citizenship by Canada's Prime minister, Stephen Harper.

She has now abandoned her ambition to become a doctor, instead deciding to become "a politician, a good politician". With what she has achieved, aged just 17, few would bet against her achieving her dream.

1 **Answer the questions:**

a. Who was the first person to inspire Malala and encourage her in everything she was doing?
b. What any other prizes, besides the Nobel Peace prize, was Malala awarded?

2 **Are the statements below true (T) or false (F)?**

a. Malala has become the youngest Nobel Prize winner ever.
b. The prize didn't motivate Malala in any way.

3 **What words in the text mean the same as:**

a. attractive in appearance (esp. of a place)
b. saying freely what one thinks
c. a person who receives something
d. toward the front; ahead
e. filled with feelings of admiration or respect
f. expressing strong opinions very directly; frank

4 **Write either a synonym (S) or an antonym (A) for each of the words below.**

a. forward
b. to abandon
c. to deny
d. dangerous
e. desire
f. fatal
g. to hail
h. influential

5 **In your own words, explain the following words and phrases that come from the text.**

a. pseudonym
b. to incite
c. under the auspices of
d. memoir

6 **Why should other children of the world take the lead from Malala's struggle and commitment?**

7 **How can such children as Malala help the world become a better place?**

8 **Identify the message of the text and comment on it in 5 lines.**

9 **Entitle the text. Write it in the form of a sentence.**

GRAMMAR. Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.

It/That was also … the end of two weeks that Mamzelle Aurlie, one evening, **(look)** away toward the crib where the cattle **were/was** being fed, **(see)** Valsin's blue cart **turn/turning** the bend of the road. Odile **(sit)** beside, upright and alert. … they drew near, the young woman's beaming face indicated that her home-coming was a happy ….

… this coming, unannounced and unexpected, threw Mamzelle Aurlie … a flutter that was almost agitation. … children had to **(gather)**. Where were they?

How glad they were to see … mother! … excitement was all over, and they **(go)**. How still it was … they were gone! Mamzelle Aurlie stood upon the gallery, looking and listening. … could no longer see the cart … a purple

mist across the fields hid it … her view. She could no longer hear the **(creak)** of … wheels. … she could still faintly hear the glad voices … the children.

She entered … the house. **There/It** was … work awaiting her … the children **(leave)** a sad disorder behind …, but she **(not, set)** at once about the task of righting it. Mamzelle Aurlie seated … beside the table. She gave one slow glance through the room, into … the evening shadows **(creep)** and **(deepen)** around her solitary figure. She let … head fall down upon her bended arm … began to cry. Oh, but she cried! Not softly as women do. She cried … a man, with sobs that seemed to tear her very soul. She **(not, notice)** Ponto licking her hand.

10 **CIVILIZATION. Write a 70-80-word coherent text about 2-3 of the most influential people in the world and their personal contribution to changing the world.**

11 **CREATIVITY. Write a coherent 200-250-word text expressing your attitude on the given topic. *"One child, one teacher, one book, one pen can change the world."* Use the following plan:**

- Make an introduction;
- Bring at least two arguments/examples;
- Draw a conclusion.

TEST 4. Read the text and complete the activities.

Taking Care of Business

Teenagers work for many different reasons. Some want experience, while others need spending money. Some want summer jobs and others are looking for full-time employment. Knowing where and how to start can be a challenge. Understanding how the system works will help.

Each country has its own rules, called employment standards, about when teens can start working. Before you start applying for jobs, check the rules for the place you live in. This way, you know ahead of time if you are allowed to do the job you want, and whether you must follow any specific rules that do not apply to adults.

One should always know his rights. Wages, overtime, holidays, and many other conditions of work are subject to laws. One should also find out what work is available. After researching many types of jobs, you will have a better idea about what you would really enjoy. If you know you want a certain position, research it well. Find out whether you meet the requirements and learn about the employer. Displaying interest is one of the best ways to show employers that you are a good candidate.

To apply for most jobs you need a resume, a written outline of your accomplishments and experience. If you have the chance, ask someone experienced in evaluating resumes to look yours over. Always double-check your resume before sending it out to potential employers. Spelling mistakes and punctuation errors are big red flags to employers. They suggest that you are careless about details and do not care about first impressions.

Work can be dangerous. Young workers have a higher risk of on-the-job injuries than more experienced adult workers. Many things can harm you on the job, and some are not obvious. Even the work environment itself can be harmful. Loud noises can cause hearing problems. Dangerous chemicals can affect health. Working in dusty or dirty places can cause breathing problems. Wherever you work, your employer should tell you about parts of your job that may be dangerous. If not, ask.

Work can be very rewarding. You can make both money and new friends, develop your skills and enjoy new experiences. However, don't get so involved in your job that you forget about the rest of your life.

School is very important. No matter what you decide to do in your life, education will help. For some, work is much more fun than school. Compared to a job, school may seem boring or difficult. However, this is no reason to give up on your education.

Your education and work experiences will work together to make you a better employee in the future. Your skills will combine what you learn at school and at work. Make sure that the amount of time you devote to work does not affect your studies or work assignments. If you cannot maintain your school marks while you are working, you may need to cut down on work hours.

Work can be fun and fulfilling. It can enrich your life both now and in the future. Still, remember that working is not always easy. Finding a job can be difficult, and doing one can be dangerous. Balancing the rest of your life with work is challenging.

Whatever you do, remember that guidance is available. Your parents, your school, and your local community can be great sources of information and support. Do not hesitate to ask. Your first job has the potential to be one of the most exciting and interesting experiences of your entire life.

1 **Answer the questions below.**

a. Why do some teenagers work? b. Why can work be more dangerous for teenagers than for adults?

2 **In your own words explain the words given below.**

a. wages b. obvious c. requirement d. potential

3 **Find in the text words synonymous with:**

a. beforehand b. achievement c. mistake d. satisfying

4 **Find in the text words antonymous to:**

a. part-time b. safe c. interesting d. careful

5 **Agree or disagree with the statements. Give reasons.**

a. "One shouldn't get so involved in his/her job and forget about the rest of his/her life".
b. "Your first job has the potential to be one of the most exciting and interesting experiences of your entire life".
c. Spelling mistakes and other errors in a resume suggest the candidate's carelessness about details.

6 **Are the statements true (T) or false (F)? Explain your choice.**

a. Money is the only reason many teenagers decide to start working.
b. The work one does has both advantages and disadvantages.
c. Education has nothing to do with what one is going to do in life.

7 **Answer the questions below.**

a. Why should one care about the first impression he/she makes when one starts working?
b. Is it necessary for one who works to be able to balance his life with work? Why?

8 **In about 5 lines write what the message of the text is.**

9 **Give the text another title. Write it in the form of a sentence.**

GRAMMAR. Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavored to say … which should flatter … niece without discounting the aunt that was to come. Privately he doubted **(much)** than ever … these formal visits of strangers **(do)** much towards helping the nerve cure.

"I know how it will be," his sister **(say)** when he **(prepare)** to migrate to this rural retreat; "you will bury … down there and not speak to … living soul, and your nerves will be **(bad)** than ever. I shall just give you letters of introduction to … the people I know **here/there**. … of them, … far … I can remember, were … nice."

Framton wondered … Mrs. Sappleton, the lady to … he was presenting one … the letters of introduction, came into the nice division.

"… you **(know)** many of the people round here?" asked the niece, when she judged that they **(have)** sufficient silent communion.

"Hardly a soul," said Framton. "My sister **(stay)** here some four years ago, and she **(give)** me letters of introduction to … of the people here."

He made … last statement … a tone of distinct regret.

"… you know practically nothing about … aunt?" pursued the self-possessed young lady.

"… her name and address," admitted the caller. He was wondering … Mrs. Sappleton was in the married or widowed state. Something about the room seemed **(suggest)** masculine habitation. "Her **great/big** tragedy **(happen)** just three years ago," said the child. "Her tragedy?" asked Framton. "You **may/must** wonder why we keep that window **wide/widely** open … an October afternoon," said the niece, indicating a large French window that opened on to ... lawn.

10 **CIVILIZATION. Write a 70-80-word coherent text about EUDEC (European Democratic Education Community), how it promotes democratic education and what makes it so unique throughout Europe.**

11 **CREATIVITY.** **Write a coherent 200-250-word text expressing your attitude on the given topic.** ***Many students choose to attend schools or universities outside their home countries. Why do some students study abroad?*** **Use specific reasons and details to explain your answer. Use the following plan:**

- Make an introduction;
- Bring at least two arguments/examples;
- Draw a conclusion

TEST 5. **Read the text and fulfill the activities to it.**

The Story Behind "The Praying Hands"

Back in the fifteenth century, in a tiny village near Nuremberg, lived a family with eighteen children. In order merely to keep food on the table for this mob, the father and head of the household, a goldsmith by profession, worked almost eighteen hours a day at his trade and any other paying chore he could find in the neighborhood. Despite their seemingly hopeless condition, two of Albrecht Durer the Elder's children had a dream. They both wanted to pursue their talent for art, but they knew full well that their father would never be financially able to send either of them to Nuremberg to study at the Academy.

After many long discussions at night in their crowded bed, the two boys finally worked out a pact. They would toss a coin. The loser would go down into the nearby mines and, with his earnings, support his brother while he attended the academy. Then, when that brother who won the toss completed his studies, in four years, he would support the other brother at the academy, either with sales of his artwork or, if necessary, also by laboring in the mines.

They tossed a coin on a Sunday morning after church. Albrecht Durer won the toss and went off to Nuremberg. Albert went down into the dangerous mines and, for the next four years, financed his brother, whose work at the academy was almost an immediate sensation. Albrecht's etchings, his woodcuts, and his oils were far better than those of most of his professors, and by the time he graduated, he was beginning to earn considerable fees for his commissioned works.

When the young artist returned to his village, the Durer family held a festive dinner on their lawn to celebrate Albrecht's triumphant homecoming. After a long and memorable meal, punctuated with music and laughter, Albrecht rose from his honored position at the head of the table to drink a toast to his beloved brother for the years of sacrifice that had enabled Albrecht to fulfill his ambition. His closing words were, "And now, Albert, blessed brother of mine, now it is your turn. Now you can go to Nuremberg to pursue your dream, and I will take care of you."

All heads turned in eager expectation to the far end of the table where Albert sat, tears streaming down his pale face, shaking his lowered head from side to side while he sobbed and repeated, over and over, "No …no …no …no."

Finally, Albert rose and wiped the tears from his cheeks. He glanced down the long table at the faces he loved, and then, holding his hands close to his right cheek, he said softly, "No, brother. I cannot go to Nuremberg. It is too late for me. Look, look what four years in the mines have done to my hands! The bones in every finger have been smashed at least once, and lately I have been suffering from arthritis so badly in my right hand that I cannot even hold a glass to return your toast, much less make delicate lines on parchment or canvas with a pen or a brush. No, brother … for me it is too late."

More than 450 years have passed. By now, Albrecht Durer's hundreds of masterful portraits, pen and silver-point sketches, watercolors, charcoals, woodcuts, and copper engravings hang in every great museum in the world, but the odds are great that you, like most people, are familiar with only one of Albrecht Durer's works. More than merely being familiar with it, you very well may have a reproduction hanging in your home or office.

One day, to pay homage to Albert for all that he had sacrificed, Albrecht Durer painstakingly drew his brother's abused hands with palms together and thin fingers stretched skyward. He called his powerful drawing simply "Hands," but the entire world almost immediately opened their hearts to his great masterpiece and renamed his tribute of love "The Praying Hands."

The next time you see a copy of that touching creation, take a second look. Let it be your reminder, if you still need one, that no one – no one – ever makes it alone!

1 **Answer the questions below.**

a. Why should the two brothers toss a coin in order to decide who would go to study?
b. What does "to pay homage" mean and how do people usually do it?

2 **Match the words with their definitions.**

1. mob	a. picture or design printed from a metal plate
2. to sob	b. to throw lightly with the palm upward
3. etching	c. a large number of people
4. to toss	d. to cry or sigh with short, quick breaths

3 **Decide whether the words below are synonyms (S) or antonyms (A).**

a. tribute – contribution
b. to smash – to repair
c. to pursue – to abandon
d. delicate – exquisite

4 **Choose the correct variant.**

A. ……. **either of them**, means:
a. both of them b. each of them c. one or the other

B. … **the odds are great**, means:
a. there's much probability b. there's no chance c. there's little hope

5 **Agree or disagree with the statements below. Give reasons.**

a. "No, brother … for me it is too late."
b. … "no one – no one – ever makes it alone!"

6 **Do you think Albert would or wouldn't have behaved the same way as his brother if he had won the toss? Explain your answer.**

7 **Think or give an account of another example of true love and sacrifice you've learned about and tell it shortly in about 50 words.**

8 **In about 5 lines state the main idea of the text.**

9 **Give another title to the text. Explain your choice.**

GRAMMAR. Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.

"It is … warm for … time of the year," said Framton; "but has that window got … to do … the tragedy?"

"Out … that window, three years ago, … husband and her two young brothers went off for ... day's shooting. They never came back. … crossing the moor to their favourite snipe-shooting ground they all three **(engulf)** in a bog. Their bodies never **(recover).** "Poor aunt always **(think)** that they will come back someday and walk in at that window just as they used **(do).** That is … the window **(keep)** open every evening till it is **quite/extremely** dusk. Poor dear aunt, she has often told me … they went out, her husband … his white waterproof coat over his arm, and Ronnie, her **(young)** brother, singing, … he always did to tease her, … she said it got on her nerves. Do you know, sometimes on still, quiet evenings … this, I almost get a creepy feeling that they all **(walk)** in through that window." She **(break)** off with … little shudder. It was a **relief/relieve** to Framton when the aunt bustled … the room with a whirl of apologies for **(be)** late in making … appearance. "I hope Vera **(amuse)** you?" she said.

"She has been very interesting," said Framton.

"I hope you **(not, mind)** the open window," said Mrs. Sappleton; "my husband and brothers **(be)** home directly from shooting, and they … come in this way. They **(be)** out for snipe in the marshes today, so they **(make)** a fine mess over my poor carpets."

She rattled on cheerfully about … shooting and the scarcity … birds, and the prospects for ducks in the winter. Mr. Framton made a desperate effort to turn the talk on to a **(little)** ghastly topic … he was conscious that his **host/hostess** was giving … only a fragment of her attention, and her eyes were constantly straying to the open window. **There/It** was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

10 **CIVILIZATION. Write a 70-80-word coherent text on the topic: *"The piece of art I was greatly impressed by".***

11 **CREATIVITY. Write a coherent 200-250-word text expressing your attitude on the given topic. *"Work helps us escape from three evils: Boredom, vice and poverty".* Use the following plan:**

- Make an introduction;
- Bring at least two arguments/examples;
- Draw a conclusion.

TEST 6. Read the text and fulfill the activities to it.

There are more than 7 billion people on Earth now, and roughly one in eight of us don't have enough to eat. The question of how many people the Earth can support is a long-standing one that becomes more intense as the world's population and our use of natural resources keep booming.

World population passed over 7 billion on October 31, 2011, according to the United Nations. These estimates are based on assumptions about existing population size and expectations of fertility, mortality, and migration in a geographic area.

We've been on a big growth spurt during the past century or so. In 1900, demographers had the world's population at 1.6 billion, in 1950 it was about 2.5 billion, by the year 2000 it was more than 6 billion. Now, there are about 7.2 billion of us. A new study estimates that "there's an 80 percent chance that the actual number of people in 2100 will be somewhere between 9.6 and 12.3 billion."

In a famous 1798 essay, the Reverend Thomas Malthus proposed that human population would grow more rapidly than our ability to grow food, and that eventually we would starve.

He asserted that the population would grow geometrically, and that food production would increase only arithmetically. So food production would not keep up with our expanding appetites.

Even though more than 800 million people worldwide don't have enough to eat now, the mass starvation, Malthus envisioned, hasn't happened. This is primarily because advances in agriculture, including improved plant breeding and the use of chemical fertilizers, have kept global harvests increasing fast enough to mostly keep up with demand. Still, some other researchers continue to worry that Malthus eventually might be right.

On the other hand, Ehrlich, a Stanford University population biologist, warned of mass starvation in the 1970s and 1980s because of overpopulation. Even though he had drastically missed that forecast, he continues to argue that humanity is heading for calamity. Ehrlich said the key issue actually was not just the number of people on Earth, but a dramatic rise in our recent consumption of the natural resources.

When it comes to natural resources, studies indicate we are living beyond our means. An ongoing Global Footprint Network study says we now use the equivalent of 1.5 planets' capacity to provide the resources we use, and to absorb our waste. A study by the Stockholm Resilience Institute has identified a set of "nine planetary boundaries" for conditions in which we could live and thrive for generations, but it shows that we already have exceeded the institute's boundaries for biodiversity loss, nitrogen pollution, and climate change.

According to UN's 2010 revision to its population projections, world population will peak at 10.1bn in 2100 compared to 7bn in 2011. A 2014 paper by demographers from several universities and the United Nations Population Division forecast that the world's population will reach about 10.9 billion in 2100 and continue growing thereafter. However, some experts dispute the UN's forecast and have argued that birthrates will fall below replacement rate in the 2020s. According to these forecasters, population growth will be only sustained till the 2040s by rising longevity but will peak below 9bn by 2050.

So when we debate population, it's important to also discuss the impact, the how we live, of the population equation. While new projections of even higher world population in the decades ahead are cause for concern, we should be equally concerned about, and be willing to address, the increasing effects of resource consumption and its waste.

1 **Answer the questions below.**

a. Why has the issue of how many people the earth can support become more problematic nowadays?
b. Why do some experts still dispute the UN's forecast?

2 **Find in the text words corresponding to the definitions below.**

a. a sudden rushing forth
b. a forceful or dramatic effect
c. prediction of a future event or situation
d. to declare firmly

3 **Match the words in pairs of either synonyms (S) or antonyms (A).**

1. identity	5. to exceed	a. slight	e. to lag behind
2. to envision	6. to keep up with	b. disaster	f. to prosper
3. to thrive	7. calamity	c. to surpass	g. to predict
4. intense	8. advance (n)	d. difference	h. decrease (n)

4 **Make up complex sentences or a short situation with:** ***roughly; beyond means; to keep booming; expanding; to starve; to warn (of).***

5 **Represent the following sentences mathematically:**

a. "… the population would grow geometrically…"
b. "food production would only increase … arithmetically"

6 **Match the two halves of the sentences below and state which of them refer to cause (C) and which refer to effect (E).**

a. If the population grows more rapidly than our ability to grow food , …
b. Because advances in agriculture have kept global harvests increasing to keep up with the demand …..
c. humanity is heading for calamity.
d. Because of the dramatic rise in our recent consumption of natural resources,
e. … the mass starvation Malthus has envisioned hasn't happened.
f. we will starve.

7 **In your own words explain the following:**

a. The question of how many people the Earth can support is a long-standing one.
b. Even though he had drastically "missed that forecast", he continues to argue that "humanity is heading for calamity".
c. "… we should be equally concerned about, and be willing to address, the increasing effects of resource consumption and its waste".

8 **Identify the message of the text and comment on it in 5 lines.**

9 **Entitle the text. Write it in the form of a sentence.**

GRAMMAR. **Use the verbs in parantheses in the correct form. Choose the correct word and fill in the gaps to give a full meaning to the paragraph.**

"The doctors agree in ordering me complete rest", announced Framton. "On … matter of diet they are not … much in agreement," he continued.

"No?" said Mrs. Sappleton, … a voice … only replaced a yawn at the last moment. Then she suddenly brightened into alert attention. "Here they are … last!" she cried. "… in time for tea, and don't they look as if they **(be)** muddy up to the eyes!"

Framton shivered slightly and turned … the niece with … look intended to convey sympathetic comprehension. The child **(stare)** out through the open window with horror in her eyes. Framton looked in the … direction.

In the deepening twilight three figures **(walk)** across the lawn … the window. Noiselessly they neared … house. A tired brown spaniel kept close at their heels/ hills. Framton grabbed wildly … his stick and hat and rushed away.

"Here we **(be),** my dear," said the bearer of the white mackintosh, coming in … the window, "fairly muddy, but most of it is dry. "… was that who bolted out as we came up?"

"A most extraordinary man; … Mr. Nuttel," said Mrs. Sappleton; "he could only talk about his illnesses, and dashed off … a word of goodbye or apology when you **(arrive).** One would think he **(see)** a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he **(have)** a horror … dogs. He was once hunted into a cemetery by a … of dogs, and had to spend the night in … newly dug grave with the creatures snarling, grinning … foaming just above him. … enough to make … lose their nerve."

Romance … short notice was her speciality.

10 **CIVILIZATION.** **Write a 70-80-word coherent text for the situation below.** ***If you had the possibility to visit the USA what three places would you visit and why?***

11 **CREATIVITY.** **Write a coherent 200-250-word text expressing your attitude on the given topic.** ***To what extent will migration from the developing world to the developed world become a social and political issue in the 21st century?*** **Use specific reasons to support your answers. Use the following plan:**

- Make an introduction;
- Bring at least two arguments/examples;
- Draw a conclusion.

Grammar

NOUNS

1 **Choose the best variant.**

1. Aerobics … always been her hobby.
   a. has b. have
2. Where did you hear … news from?
   a. those b. that
3. … cybernetics taught at school?
   a. are b. is
4. The police ... been informed about the robbery.
   a. has b. have
5. The cattle … kept for meat, milk and hides.
   a. is b. are
6. Her pyjamas ... in the wardrobe.
   a. was b. were
7. Thirty years ... a long time.
   a. is b. are
8. Plenty of cheese ... imported from France.
   a. is b. are
9. The second set of rules ... lexical rules.
   a. is b. are
10. Money ... the fruit of evil as often as the root of it.
    a. is b. are
11. I seldom ask for other people's advice and never take ... .
    a. it b. them
12. This family ... at the party.
    a. is b. are
13. At last the class ... dismissed.
    a. was b. were
14. Poultry … very expensive this year.
    a. is b. are
15. The majority of participants at the seminar ... from the United Kingdom.
    a. was b. were
16. Apple pie and peas ... my favourite food.
    a. is b. are
17. A number of books ... lying on the table.
    a. was b. were
18. The government of this country has to pay ... to people who suffered during the devastating earthquake.
    a. damage b. damages
19. Many women are flattered by the ... offered by men on the occasion of the 8th of March.
    a. attention b. attentions

2 **Make these sentences plural.**

1. I haven't got enough *datum* yet.
2. This country has undergone an acute economic *crisis*.
3. It is this *phenomenon* that has seriously affected her.
4. There is a special *formula* for calculating the speed of light.
5. What was the doctor's *diagnosis*?
6. It's very important that the scientist should study thoroughly the elementary particles of a *nucleus*.
7. A *vertebra* is a small hollow bone down the centre of the backbone.
8. An *amoeba* is a very small living creature consisting of only one cell.
9. My apple-tree was suffering from *fungus*.
10. A tiny *bacterium* can cause a serious disease.
11. I need a *criterion* to distinguish one pattern from another.
12. The caravan will stop for one night at *an oasis*.

3 **Write either the masculine or the feminine of the nouns below. Some words are commonly used for both sexes.**

1. prince	7. countess	13. dairymaid	19. tiger
2. sir	8. wizard	14. bridegroom	20. heir
3. nun	9. principal	15. gander	21. queen
4. master	10. duke	16. turkey	22. tailor
5. spinster	11. stallion	17. champion	23. emperor
6. ram	12. lion	18. shepherd	24. priest

4 **Choose the best variant.**

1. A friend of my … will pay us a visit soon.
   a. father b. father's
2. He has got an appointment at the … at 11.25.
   a. doctor b. doctor's
3. Have you read anything about … reign?
   a. Henry the Eighth's b. Henry the Eighth
4. She goes to a … in London.
   a. girls' school b. girl's school
5. Her … father is a lawyer.
   a. sister-in-law's b. sister-in-law
6. I have decided to look for some additional information about this … statute.
   a. NGO b. NGO's
7. I found the book at the … .
   a. sack's bottom b. bottom of the sack
8. Henry went on a … to France.
   a. three week holiday b. three weeks' holiday
9. … nephew is a well-known chess player.
   a. The man next doors' b. The man next door's
10. This Resolution was published in … .
    a. yesterday's newspapers b. yesterdays' newspapers

ARTICLES

1 Fill in correct articles, if necessary.

1. … juice is the only drink he has between meals.
2. … milk she bought yesterday became sour.
3. … Universities should be centres of … culture.
4. … fortune favours the brave.
5. This is … good tea. Is it English?
6. Physical culture is important, but we must not neglect … culture of the mind.
7. They made … fortune in oil.
8. Where … love fails, we espy all faults.
9. … knowledge makes one laugh, but … wealth makes one dance.
10. … beans contain a lot of fibres.
11. Have you read anything by … Bronte sisters?
12. ... beauty is not a heritage.
13. He had no right to expose himself to … death.
14. … twenty cents Frank received every day for delivering … afternoon paper on … house-to-house route was not enough.
15. We've had one piece of … rather curious information.
16. The only man capable of giving me … information I seek is far away.
17. I can still remember our conversation … word for … word.
18. Animals depend on ... plants and trees for … air which they breathe.
19. Some insects sleep in … day and work at … night.
20. … only bird that can walk upright, like … man is … penguin.
21. It was too great … shock for her, and she immediately left … room.
22. … night outside seemed very cold, they were trembling from … head to … foot.
23. We had … wonderful weather yesterday.
24. May you be happy in … life you have chosen!
25. What … thing … courage is!
26. I believe I can tell … very moment I began to love him.
27. ... thunderstorm is approaching, bring … washing in.
28. He wanted to get up … party to mark … event but his wife would not tolerate … idea.
29. Not … word was spoken in … parlour.

2 Supply a proper article, if necessary:

I. 1. When … winter came he suffered … good deal from … cold and ... poverty, and often had to go to … bed without … supper but … few dried pears or some hard nuts. 2. Nick taught … Spanish at … local school. 3. He was taken to … hospital and operated on for … appendicitis. 4. … thief was sent to … prison for … year. 5. Charles Dickens's father was sent to … prison for … debts. His family had lived in … prison for many years. 6. Some pupils leave … school at four or five o'clock in … afternoon. 7. She told us that she had worked at … hospital for several years. 8. "It is nine o'clock already. … children must go to … bed," Mr. Smith said to … nurse. 9. She usually goes to ... college by bus. 10. Sue is going to ... university in London. 11. He taught … ancient literature in … obscure little college in Lyon.

II. 1. How about coming to … tea tomorrow? 2. We had … lunch at … road-side restaurant. 3. "When did you last have … dinner?" … doctor asked … little boy. 4. They had … dinner in … silence. 5. … dinner was … grand one. 6. Do you take … sugar in your tea? 7. That will be enough for … present. 8. She asked for … permission to go out in … afternoon. 9. I don't think I'll take … job. … money is good, of course, but … work is not quite in my line. 10. Black cats are supposed to bring … good luck, you know, and I could do with some. 11. What is it, Bart, … good news or … bad news? 12. They mostly talk about … weather. 13. He hated those chairs made of … steel. 14. You need … companionship, my dear and … new interest in … life.

III. Although … Britain is … densely populated, industrialized country, … agriculture is still one of its most important industries. … dairying is most common in … west of … England, where … wetter climate encourages … growth of … good grass. … Sheep and … cattle are reared in … hilly and … moorland areas of … northern and … south - western England. Its best farmland lies in … south - eastern plains. … south of England is rural, with many fertile valleys and numerous hedges dividing … well-cultivated fields and pastures. … south - eastern coast is well-known for its picturesque scenery and … mild climate and … number of popular resorts. On … southern coast of … England there are many large ports, among them: … Southampton, … Portsmouth, … Plymouth.

IV. At … present; from … head to foot; from … beginning to … end; at … first sight; by … chance; by … mistake; by … land; by … air; to keep … house; at … sunrise; in … hurry; in … low voice; as … result; at … glance; it is out of …question; in … original; on … whole; on …one hand; one … other hand; to tell (to speak) … truth; to be on … safe side.

V. 1. She treated me with … complete understanding. 2. She spoke without … conviction. 3. While … conversation went on, Rosemary just sat there in … sullen silence without saying … word on … subject under … discussion. She listened to … story with … strange feeling of … curiosity and … sadness. It was such … usual story. 4. They fell in … love at once: it was … love at first sight. 5. He was … great love of her life.

WORDS AND HOW TO USE THEM

1 **The word in capitals at the end of each sentence can be used to form a word that fits suitably in the blank space. Fill in each of the blanks.**

1. His faith in himself had been shattered and he felt … and adrift. (ROOT)
2. The only thing is that if she should get worse we might feel a little … afterwards. (COMFORT)
3. To sit in the shade on a fine day is the most perfect … . (FRESH)
4. She thought … was the most necessary thing at the moment. (DEPEND)
5. Anger and bewilderment left her … (SPEECH)
6. There must have been some …, I don't think he is the person you are looking for. (UNDERSTAND)
7. One can't reward such … with evil. (FAITH)
8. Only a … of children were attending the party; the others were not willing to. (HAND)
9. Your help is quite … but it means so much to your parents. (SIGN)
10. He was, in fact, the most … young man they had ever met or heard of. (AGREE)
11. Are you ready for the …? (DEPART)
12. … in athletics for high school … does not … academic performance. (INVOLVE, STUDY, DANGER)
23. How do you motivate your …? (ABSENT)
14. A … person's talk shows … of ideas. (BORE, POOR)
15. It's good to … children to play a … game. (COURAGE, COMPETE)

2 **Make compound words according to the definitions, using the word in bold as the first word of the compound.**

1. dis…….. . To be sad at not getting what was hoped for.
2. under…….. . University student working for a bachelor's degree.
3. ir…….. . Without a proper sense of responsibility.
3. fore……. . Ancestors
4. open……. . Generous, giving freely.
5. co…..... . Work in partnership.
6. down…. . To or in the central section of a town or city.
7. im……... . Impossible to put into practice.
8. im……. . That can not be moved.
9. in…… . Not producing the desired effect.
10. in……..… . Opposed in character.
11. ir…….. . Not to the point; off the subject.
12. over…….... . To stress too much .
13. pre…….. . Before a proper time.
14. out… . A lawless person.
15. re…. . Bring or come together again.
16. il……. . Very hard or impossible to read.
17. un…….. . That cannot be endured.
18. under…….. . Estimate at too low a value.
19. dis……. . Having a bad reputation.
20. il…….. . Inability to read and write.

3 **Choose the best variant. Explain your choice.**

A. 1. You shouldn't walk … foot in this area. (bear, bare)
2. His … gets worse and worse. (sight, site)
3. Can she … on a button? (sew, sow)
4. Tell the … to meet at seven. (personnel, personal)
5. He is not a … man to do business with. (fair, fare)
6. There wasn't a … to be seen. (soul, sole)
7. She is head over … in love with him. (heels, heals)
8. Don't … your patience, please. (loose, lose)
9. The accident was … to the careless driving. (due, dew)
10. Have you ever listened to this … chorus? (mail, male)
11. What's the new … to the top of the mountain? (route, root)
12. He has a lame … because of an injured foot. (gate, gait)
13. The kitchen is at the … of the house. (rare, rear)
14. Here is the … of your letter. (receipt, recipe)
15. Chicago is the … city of Illinois. (principle, principal)
16. You may count on her good … . (council, counsel)
17. He is having a meeting with the … . (staff, stuff)
18. Is the house over there for … ? (sale, sail)

B. 1. … in mind what I've told you. (bear, bare)
2. He always used to … famous people. (cite, sight)
3. Why didn't you pay the … ? (fair, fare)
4. This is a … question. (personal, personnel)
5. I make it a … to save money each week. (principal, principle)
6. They called the … to decide what to do. (council, counsel)
7. He put his heart and … into the work. (soul, sole)
8. The dog has been … all night. (lose, loose)
9. When does the ship … ? (sale, sail)
10. Could you leave the … open? (gait, gate)
11. You have to deliver the … twice a day. (male, mail)
12. Is money the … of all evils? (route, root)
13. He is the … character in this novel. (mane, main)
14. Have you a … for happiness? (receipt, recipe)
15. What … do you use to fill the cushions? (staff, stuff)
16. It is not easy for a fractured bone to … (heel, heal)
17. It is very … for her to arrive late. (rear, rare)
18. The grass was wet with … . (dew, due)
19. We shall … the field with oats. (sew, sow)

ENGLISH TENSES/ACTIVE VOICE

1 **Choose the correct tense: present indefinite or present continuous.**

1. Do you know that water (boils/is boiling) at 100 degrees Centigrade?
2. What beautiful swans! Look! One of them (swims/ is swimming) towards us.
3. What (do you look/are you looking at?) - The girl. She has never been here before.
4. My sister usually (has/ is having) tea in the morning but today she (has/ is having) coffee.
5. - Where (do you go/ are you going)? - I (go/ am going) to school.
6. Nick (plays/is playing) football best of all in the team.
7. - Can you explain the rule? I (don't understand/ am not understanding) it at all.

2 **Supply either the past indefinite tense or the present perfect tense of the verbs in parentheses.**

1. I … (to visit) Chicago several times.
2. Mr Smith … (to go) to Chicago last week.
3. I …. (to read) that book several times.
4. I first … (to read) it while I was on my vacation last summer.
5. John … (to fall) down as he was crossing the street.
6. I … (to see) Mary a few days ago.
7. When the bell rang, John … (to jump) from his seat and … (to run) out of the room.
8. When I was a boy, I often … (to go) fishing with my father.
9. I … (to complete) writing my exercise at last.
10. He … (to start) to study English last winter.
11. The day before yesterday we … (to have) a bad storm.
12. I … never … (to be) to Australia.
13. I hear that you … (to give up) the idea of studying German.
14. It … (to be) very cold yesterday.
15. We … (to learn) many new words in this course.
16. The First World War … (to begin) in 1914 and … (to end) in 1918.
17. She says that she … (to lose) her pocketbook.

3 **Use the correct forms of the verbs in brackets:**

A. 1. Listen! I (to hear) someone at the door.
2. There (to be) many people here tomorrow.
3. I never (to see) this face.
4. John (to sail) in his boat when the storm (to come).
5. I (to forget) the name of it already.
6. What we (to have) for dinner now?
7. It's been a long time since I (to see) him.
8. I (to see) that movie twice already.
9. There (to be) two storms in the last three days.
10. As she (to cross) the road, she (to slip) and (to fall).
11. She (to go) back home after she (to borrow) another book.
12. Tomorrow afternoon at this time, we (to fly) over the Black Sea.
13. You (not to change) since we (to meet).
14. Columbus (discover) America more than five hundred years ago.
15. I came up to the window. It (stop) raining and the sun (shine) brightly in the sky.

B. 1. The store (to have) two big sales since then.
2. Hurry up, or you (to be) late for your appointment.
3. Since when you (know) him?
4. Look through the window. It (rain).
5. They (not speak) to each other for over three weeks.
6. How long ago you (arrive) here?
7. It (stop) snowing for a week when we came to the town.
8. It (rain) from five till nine o'clock.
9. Today is Thursday. You (see) Nick this week? - Yes. I (see) him on Tuesday. He (wait) for you at his office at five o'clock tomorrow.
10. I (not play) the violin since I was a little boy.
11. I (to look) for him since I (to leave) the hotel, but I (not to find) him.
12. The train (to leave) at 8.30.
13. The ship (to sink) four hours after it (to hit) the iceberg.
14. We (finish) our dinner half an hour ago.
15. They (visit) Westminster Abbey a few days ago.
16. I expect these young men (to tell) you who I am.
17. He (to need) it right now.

4 **Present indefinite, past indefinite or present perfect?**

1. How long…here? (do you live/ have you lived/ did you live)
2. …this book before? (Has he read/ Did he read/ Does he read) Yes, he … last year. (have read/read/reads)
3. I think I …her very well. (know/knew/have known)
4. … modern jazz? (Do you like/Did you like/Have you liked)
5. I … my job three times this year. (have changed/change/changed)
6. She … to cook when she was eighteen. (has learnt/ learnt/ learn)
7. We usually … letters on Saturdays. (write/ have written/ wrote)
8. I … Mary since 2000. (know/knew/have known)
9. The hot weather … until September. (last/lasted/ has lasted)
10. She … in this school since March. (is/has been/was)

5 Underline the correct answer.

1. Alice felt very pleased with herself. She *had found / found* what she was looking for.
2. "Where are we?" *had asked / asked* Martha.
3. By the time I got back to the bathroom, the bath *had overflowed / overflowed.*
4. She walked into the station only to find that the train *had left / left.*
5. I was just about to leave when I *had remembered / remembered* my briefcase.
6. My sister told me that Joe *had died / died.*
7. He *had looked / looked* at his watch again and began to walk even faster.
8. In a surprise move, the Prime Minister *had resigned / resigned* last night.

6 Complete the sentences with these verbs, using the same one for each sentence in the pair. Use the present perfect in one sentence and the present perfect continuous in the other.

claim disappear give move stop

1 a An important file ..... from my office.
b Plants and vegetables ..... from my garden since we had new neighbours.
2 a Dr Fletcher ..... the same lecture to students for the last ten years.
b Mr Goldman ..... nearly a million pounds to the charity this year.
3 a With their win yesterday, Italy ..... into second place in the table.
b As house prices in the cities have risen, people ..... into the countryside.
4 a For years he ..... that he is related to the royal family.
b The earthquake ..... over 5,000 lives.
5 a All day, the police ..... motorists to question them about the accident.
b Good! The noise ..... I can start concentrating on my work again.

7 Future indefinite or future continuous?

1. At this time she (to do) her shopping.
2. When you come to London I (to cross) the border.
3. We are much too early. There (to be) no one there.
4. Go and look at the view. You (to find) me at the "Tourists' Rest."
5. When you come we (to take) you sightseeing.
6. In a couple of hours the first guests (to arrive).
7. If you ask me I (not to mention) it.
8. Of course, she (to do) it if you say so.
9 Her sister (to go) to school next year.
10. No, don't phone me at ten. I (to take) my younger son to the doctor.

INDIRECT SPEECH

1 Convert into indirect speech

When sentences containing the *subjunctive mood* are converted into indirect speech the form of the verb usually remains unchanged. However, if we have the analytical subjunctive with the modal verb *may*. *May* is changed into *might* if the verb in the principal clause stands in a past tense.
e.g. He said, "I wish I knew English well."
He said that he wished he knew English well.
He said, "Ann wouldn't lend me any money if I asked her." He said that Ann wouldn't lend him any money if he asked her.
He said, "The boys will think none the worse of you whatever you may have done." He said that the boys would think none the worse of him whatever he might have done.

He said,

1. If we didn't go to their party next week, they would be very angry.
2. If it stopped raining, we would be able to go out.
3. I wish I knew your telephone number.
4. We wish there had not been so many people here.
5. If I had not had enough money, I would not have bought a car.
6. Tom wishes he had enough money to go travelling.
7. She speaks about him as if she knew him very well.
8. It is necessary that he should come.
9. He ordered that everything should be ready by 7 o'clock in the evening.
10. Though he may be tired, he will go to the concert.
11. I wish it were not raining in the afternoon.
12. I wish I had not eaten so much ice-cream.
13. If you didn't give up smoking, you would not be healthy.
14. No matter how tired he may be, he will work in the garden.
15. She speaks as if she didn't know him.
16. She greeted him as if she had met him before.
17. It is desirable that she should marry this respectable young man.
18. I insist that everybody should take part in this work.

2 Convert into indirect speech.

Must, as a rule, remains unchanged in indirect speech if it expresses order or a supposition bordering on assurance (probably).

Must is generally replaced by *had to* if it expresses necessity arising out of circumstances.

Must is generally replaced by *was to* if it expresses arrangement or a kind of order.

Can is replaced by *could*, *will* by *would, may* by *might, shall* by *should, need* by *needed* in indirect speech.

Might, could, would, should and *ought to* do not normally change in indirect speech.

Used to doesn't change.

e.g. He said, "You must cross the street at the crossroads." He said that he must cross the street at the crossroads.
He said, "I must get up early every morning." He said that he had to get up early every morning.
He said, "I must ring him up early in the morning." He said that he was to ring him up early in the morning.
He said, "You may come in." He said that he might come in.
He said, "You ought to obey your grandmother." He said that he ought to obey his grandmother.

He said,

1. He ought to help you immediately.
2. I cannot see quite clearly now what you are doing.
3. We could hear quite clearly what you were saying.
4. I may be wrong, of course.
5. It must have been a great shock to him.
6. It's later than I thought; I must go now.
7. I will probably be a bit late this evening.
8. We shall probably go to Scotland this summer.
9. He wanted to open the door but it would not open.
10. You should stop smoking.
11. I simply must tell you what happened.
12. We needn't leave so soon. The show doesn't start till eight.
13. You must not touch that switch; it's very dangerous.
14. The two parties may reach agreement next week.
15. There might be a meeting on Tuesday.
16. He must be at least sixty.
17. He must have forgotten all about it.
18. I must deliver a speech at the conference.
19. I am sure you will get the job.
20. The chairman would interrupt the speakers before they had finished.
21. I shouldn't eat so much chocolate, it's too sweet.
22. The meeting ought to be finished by 7 o'clock in the evening.
23. You needn't be alarmed. Everything is O.K.

3 Convert the following questions into indirect speech.

Word order in an indirect question is fixed. It is the same as in a statement: after the verbs *to inquire, to ask, to wonder, to want to know, to doubt,* etc. the required conjunction should be placed. Then comes the subject that is put before the predicate and the other parts of the sentence.

He asked,

1. Are you hungry? 2. What shall I do with these magazines? 3. How long can I keep the book? 4. Where shall I put these books? 5. What shall I wear? 6. Have you been taking dancing lessons? 7. Didn't you hear the bell? 8. Why are you saying this? 9. Where does she live? 10. How long have they been married? 11. How much does it cost? 12. What did he say? 13. What are you doing here? 14. Will you be taking any more examinations this year? 15. When will you be returning to Moldova, Ann? 16. Why are you so red? Have you been running? 17. Why has she been sleeping badly of late? 18. Had he already changed his mind by that time? 19. How long had he been writing steadily by the time he was twenty-five? 20. How long shall we have been learning English by the end of the next month?

4 Convert the following offers, suggestions, and advice into indirect speech.

Use the verbs *to offer, to suggest,* and *to advise* to convert offers, suggestions and advice.

She said,

1. Shall we have fruit juice? 2. Shall we go away? 3. Shall we talk to him in the lounge? 4. Shall we see him to the airport? 5. Shall we ring him up? 6. Don't let him join this group. 7. Let's go to a café for a snack, shall we? 8. You had better go home. 9. They had better repair the tape-recorder. 10. Don't let Peter ride the bicycle, he may meet with an accident. 11. You had better not go to the cinema today. 12. You had better not play the violin late at night. 13. Don't let her stay here any longer. 14. May we help you, Nick? 15. Have another cup of tea. 16. Let's not go to the cinema. Let's stay home instead. 17. Why don't we go to a movie? 18. Let's go home, okay? 19. Why don't you visit us around seven? 20. Shall I open the window? Is that okay with you? 21. You should study harder. 22. You had better not be late. 23. You had better obey the speed limit. 24. You'd better not stay late tonight. 25. Will you please come with me?

5 Convert the following orders and requests into indirect speech.

Use the following verbs to introduce indirect orders: *to tell, to order, to command.* Use the verbs *to ask, to beg, to implore, to entreat, to beseech, to urge* to introduce indirect requests. The verb *to request* is used in official style, chiefly in the passive voice. It introduces rather a veiled order than a request.

She said to him,

1.Don't make so much noise! 2. And don't you forget it! 3. Call an ambulance somebody! 4. Come in, won't you? 5. Let Nick carry the bag; I am tired. 6. Stop it, stop it! 7. Come here everybody. 8. Will you tell me his telephone number, please? 9. Do be more accurate, please! 10. May I have your attention, please! 11. Go away! 12. Do not open the window, please! 13. Close the door, will you? 14. Let the dog out. 15. Wait for me. 16. Wipe your feet on the door - mat. 17. Stop talking. 18. Do not touch the table. 19. Do not knock on the desk. 20. Introduce yourself. 21. Leave the class-room. 22. Sit still, please. 23. Go and buy some bread, please. 24. Help yourself to the pie. 25. Do save this child, please! 26. Speak louder, please. 27. Do not laugh so noisily. 28. Please help me with this exercise, won't you? 29. Produce your tickets, please. 30. Step aside. 31. Ann, stir the soup, quick. 32. Peter, will you be quiet, please! 33. Can you speak more slowly, please? 34. Can you close the door for me, Peter? 35. Please tell Mary not to switch off the light. 36. Don't waste your time.

6 Change the following into indirect speech.

Use the verbs *to cry joyfully, to say sadly, sorrowfully, regretfully, with bitterness, nervously, to cry indignantly, to ask in surprise, to apologize, to beg one's forgiveness, to thank, to greet, to welcome, to bid good bye/ good morning, to wish good night, to warn, to encourage* etc. to express joy, sorrow, surprise, etc.

She said

1. What delicious-looking apples! 2. What sweet apricots! 3. What beautiful flowers! 4. How pleasant! Granny is going to spend two weeks with us! 5. We are so sorry! We are leaving this lovely town soon! 6. I beg your pardon, I forgot to call you yesterday night. 7. You are telling a lie! 8. Happy to see you again! 9. Good bye! 10. Good night! Sweet dreams! 11. Thank you for everything! 12. Look out! 13. Doesn't that dress look nice! 14. Nice meeting you! 15. Can't you see that the child is frightened and hungry! 16. Hurry-hurry! To the boats! 17. Is that Helen? Oh, I am dying to see her! 18. I am fine, thanks! 19. Cheer up! You needn't come with me to visit the sick. 20. There! Isn't it wonderful? 21. Done! 22. Calm yourself, calm yourself! 23. Some champagne to drink to the health of the fiances! 24. What a very handsome gesture! 25. Allow me! – With pleasure, mademoiselle! 26. Get out! There's the door, get out! 27. Don't you dare touch me! 28. Oh, let's go! I want to go! 29. Wait a minute! You are not talking to a child now! 30. Control yourself! 31. She's insulting me! 32. Speak! Speak, old man! 33. Good, old man! Good!

MODAL VERBS

1 Paraphrase the sentences using the correct modals.

A. 1. Perhaps this letter came from home.
2. Probably you've come a long way to see the exhibition.
3. I don't think she has spent much time on the report.
4. I am sure it was very hard for her to live alone.
5. I believe she will be very happy to meet you.
6. It is impossible for her to have won the race.
7. I don't think Helen will postpone her visit.
8. I am sure this medicine will do you good.
9. Perhaps they are rehearsing just now.
10. I don't believe she has suggested that silly thing.
11. Surely her mother is aware of the silly gossip.
12. You have possibly stayed at a better hotel.
13. I think she is expecting a lot of guests.
14. Perhaps she will take some photographs.
15. I don't believe she is cold.
16. I am sure she was wrong.
17. It is probably raining.
18. Perhaps she painted the room last year.
19. I don't believe they picked mushrooms yesterday.

B. 1. We have possibly looked at the stranger with an air of superiority.
2. I don't think they have waited for us all the evening.
3. He is certain that they will extend their contract.
4. I don't think you have to fear him.
5. It is possible that her letter has never reached them.
6. They are likely to arrive here by the next train.
7. Possibly many are still hoping to be promoted.
8. I am sure this fellow is looking for trouble.
9. Evidently you wonder why we are cheering for their team.
10. The children are obviously enjoying themselves thoroughly.
11. It is improbable that she was discouraged when she learned about the results.
12. Probably they had been trying to get in touch with us.
13. Perhaps she has no sense of humour.
14. It is unlikely that his plans will be a success.
15. We believe she didn't know it was so urgent.
16. I am sure she was quite charming when she was young.
17. Possibly you'll get a whole different perspective on him at the college.

2 **Choose the modal verb which best suits each sentence. Explain your choice.**

1. I wonder how you (can, may, must) exist without a piano.
2. I suppose you (ought to, must, may) thank me for what I have done for you.
3. I (can't, shall, shouldn't) bear to hear her speaking in this way to you.
4. We (may not, can't, must not) buy tomatoes in the market without the entire town talking about it.
5. What (may, shall, will) I do to make you consider my request?
6. We know nothing about the exam; they (must, should, can) have told us about it.
7. You (shouldn't, mustn't, needn't) speak so loudly; I am not deaf.
8. As he had missed the train, he (was, had) to wait for another.
9. Who (is, will have) to buy tickets for the museum if he is absent?
10. It was always understood that he (was, had) to go into business.
11. He (is, has) to get up early as his friend will be waiting for him.
12. I felt somehow I (was, had, ought) to warn her.
13. Why (must, should) I help him; is he little?
14. He is in trouble; you (should, ought to) have warned him.
15. I pushed the door, but it (won't, wouldn't) open.
16. Boys (will, would) be boys.
17. That (can, may, will) be the postman, I expect.
18. For a full ten minutes he (couldn't, dared not) look at Christine.
19. You can't go without permission; if you do, I (will have, am, must) to punish you.
20. (Could, must, shall) I have another cup of tea?
21. Let me guess. You (can, must, ought to) have come from the South; you look sun burnt.
22. I (can, may, should) say your answer was quite up to the mark.
23. It's clear that she (should, must, may) have been wounded by his words.

3 **Fill in with the appropriate modal verb.**

1. After he eats his dinner he … (permission) go out.
2. … (advice) I take the pills before or after meals?
3. They … (absence of obligation) apologize, they've done nothing wrong.
4. He came too early, so he … (obligation) to wait.
5. She … (unwillingness) not put on her jacket, even if it is cold.
6. They … (reproach) to have shown more respect.
7. We are free tonight, so we … (possibility) stay up late.
8. He didn't come back; he … (strong probability) have caught the last train.
9. She … (impossibility) have spent so much money on trifles.
10. I asked if I … (permission) speak on the phone in his presence.
11. That … (predictability) be Nick knocking at the door.
12. … (suggestion) I make sure they will leave soon?
13. She … (probability) be grateful for your help.
14. The children … (reproach) have behaved themselves.
15. I think that … (possibility) be a logical deduction.
16. She … (obligation) be aware of the detriment she has caused you.
17. She … (doubt) have ever thought of leaving the country again.

4 **Fill in with a modal verb. Explain your choice.**

1. I … sleep; there's too much noise in the room
2. We … boil the water before we drink it.
3. It's already midnight. They … be sleeping now.
4. She … be your mother. She looks very young.
5. … you quiet down the children? Father is sleeping.
6. They … get up early tomorrow to catch the 6.30 bus.
7. He … solve the problem; it was very difficult.
8. She looks so unhappy. She … have failed the exam.
9. … you always be happy and lucky!
10. They … have left without saying Good-bye.
11. … you help me with the house chores?
12. Something … have happened. He behaves quite differently to me.
13. They are not children any more. You … not worry so much about them.
14. You … have mended your bicycle long ago if you want to go riding.
15. … you hold on for a while? I've got good news for you.
16. The book is rather thick; she … have read it in such a short time.
17. He was very bright; he … have passed all the exams.
18. Let's wait for him; he … arrive soon.
19. He … read this story if he doesn't like it.
20. They … working in the garden; it's not as hot as it was yesterday.
21. You … pay more attention to your spelling. You've made so many mistakes.
22. He is never absent from school. He … come in any minute.
23. Their house was quite new. They … have demolished it.
24. We … have waited for them; they didn't seem very eager to join us.
25. As her head came to the surface she … catch her breath at all.
26. I felt I … ask you pardon for the way we all behaved.
27. Who knows, they … like the picture.
28. She … have come long ago. What is keeping her so late?
29. This work … be praised; it's valuable.
30. You … get up so early; I can cook my breakfast myself.

The Infinitive

THE FORMS OF THE INFINITIVE

The infinitive is a non-finite form of the verb. It does not express person, number, or mood. The infinitive has *tense* and *aspect* distinctions. The infinitive of transitive verbs has special forms for the active and the passive voice. In Modern English the infinitive has the following forms:

	Active	**Passive**
Indefinite	to speak/ open	to be spoken/ be opened
Continuous	to be speaking/ be opening –	
Perfect	to have spoken/ have opened	to have been spoken/ have been opened
Perfect Continuous	to have been speaking/ have been opening	–

Both the indefinite and the continuous infinitives express actions simultaneous with those expressed by the finite verbs. The continuous infinitive expresses an action in progress.

e.g. It is not easy *to learn* a foreign language well.
He pretended *to be sleeping.*

Note these examples with *to have read* and *to have been writing* in the sentences below:

e.g. It's a pity I don't know English well. I would like *to have read* all the sonnets by Shakespeare in the original.
These pupils are writing. They seem *to have been writing* their essays for over 1 hour.
From these examples we can see that *to have read* denotes an action prior to the action expressed by the finite verb. *To have been writing* denotes an action that lasted a certain time before the action of the finite verb.

THE BARE INFINITIVE

The bare infinitive (the infinitive without the particle *to*) is used after:

- auxiliary verbs
- modal verbs except the verb *ought to*. After *dare* you can use the infinitive with or without *to*.
- verbs denoting sense perception, such as *to hear, to see, to feel, to watch, etc.*
- the verb *to let*
- the verb *to make* in the meaning of *to force someone to do something* and the verb *to have* in the meaning of *to cause someone to do something*
- the verb *to bid*
- the verb *to know* when its meaning approaches that of *to see, to observe*. (the verb *to know* never has this meaning in the present indefinite).
- the expressions *had better, would rather, would sooner, cannot but / nothing but, cannot choose but*

Note:

- The verb *to be* after the verb *to feel* is used with the particle *to*.
- After the verbs *to hear, to see, to make* and *to know* in the passive voice, the infinitive with the particle *to* is used.
- After *dare* the infinitive is used without *to* especially in negative and interrogative sentences.
- *Help* may be followed by the infinitive with or without *to*.

THE SYNTACTICAL FUNCTIONS OF THE INFINITIVE

The infinitive may serve as:

- a subject;
- a predicative;
- part of a compound verbal predicate;
- an object;
- an attribute;
- an adverbial modifier of purpose which can be introduced by *to do / so as + to do / in order + to do*:
- an adverbial modifier of result which occurs after:
  adjectives + enough / too
  adverbs + enough
  nouns + enough
- an adverbial modifier of comparison (manner)
- parentheses

REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

afford, agree, appear, arrange, ask, beg, care, claim, consent, decide, demand, deserve, expect, fail, forget, hesitate, hope, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, regret, remember, seem, struggle, swear, threaten, volunteer, wait, want, wish

1 **Use the appropriate form of the infinitives in brackets.**

1. The theatre is said (to be preparing, to prepare) a new production of "Othello."
2. The doctor advised the patient (to stay, to be staying) in bed.
3. I expect the telegram (to bring, to be brought) in two hours.
4. There is nothing (to do, to be done)
5. The doctor prescribed the medicine (to take, to be taken) every three hours.
6. He asked the pupil on duty (to open, to be opening) the window.
7. He told her (not to drink, not to be drinking) cold water.
8. I am sorry (not to have been present, not to be present) at the meeting.
9. The ice is thick enough (to walk on, to be walking on)
10. He must (forget, have forgotten) about his promise to come and see us.
11. I don't want (to be asked, to have been asked) about the events of the day.

2 **Supply the missing forms of the following infinitives:**

to have been made, to be laughed at, to be paying, to have been working, to write, to have been waiting, to have read, to arrive, to have been written, to be driving, to be told, to nod, to be ruined, to have been running

3 **Insert *to* before the infinitive where necessary.**

1. Don't be afraid ... ask questions.
2. My daughter helped me … clean the place up.
3. Let him ... do what he likes, I don't care.
4. They made her … put on the brightest pea-green dress in her wardrobe.
5. Could you …. tell me the way to the railway station?
6. You had better … tell your mother the truth about that incident.
7. I heard my neighbour … sing in the corridor.
8. I considered those people … be very polite.
9. I want your brother … understand this grammar rule.
10. I would rather … let these children… come to the exhibition.
11. It is rather late, so I must … be off.
12. In my childhood, I used … get up pretty late on Sundays.
13. I made myself … do sit-ups every morning.
14. I won't have you … think ill of him.

The Gerund

The Gerund is an **-ing** form that has both substantival and verbal characteristics. The gerund:

- may be preceded by a preposiion;
- it may be modified by a noun in the possessive case or by a possessive pronoun,
- it can be used in the function of a subject, object, and predicate.

The gerund has tense distinctions: the gerund of transitive verbs has also voice distinctions. The gerund of transitive verbs can take a direct object. The gerund can be modified by an adverb.

The forms of the gerund in Modern English are as follows:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been written

REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

admit, advise, anticipate, appreciate, avoid, complete, consider, delay, deny, discuss, dislike, enjoy, finish, forget, can't help, keep, mention, mind, miss, postpone, practise, quit, recall, recollect, recommend, regret, remember, resent, resist, risk, stop, suggest, tolerate, understand

COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS

There is little or no difference in meaning between sentences with gerunds or infinitives after some verbs.

begin, start, continue, like, love, prefer, hate, can't stand, can't bear.	It *began to rain.* It *began raining.* Note the patterns with *prefer*. I *prefer staying* home *to going* to the concert. I *prefer to stay* home *than (to) go* to the concert. If the main verb is progressive, an infinitive and not a gerund is usually used. It *was beginning to rain.*

There are some verbs that can be followed either by the Gerund or by the Infinitive:

The verbs	Meaning	Examples
Remember + infinitive	performing a task, duty, responsibility	Judy always *remembers to write* to her friends.
Remember + gerund	remembering (recalling) something that happened in the past	I *remember meeting* Ann for the first time.
Forget + infinitive	forgetting to perform a responsibility, duty, task	Nick often *forgets to call* his parents.
Forget + gerund	forgetting something that happened in the past (usually occurs in a negative sentence or question)	*I'll never forget, I can't forget, Have you ever forgotten, Can you ever forget. e.g.* I'll never *forget seeing* the mountains for the first time.
Regret + infinitive	regretting to say, to tell someone, to inform someone of some bad news	I *regret to tell* you that you failed the test.
Regret + gerund	regretting something that happened in the past	I *regret telling* him the news. That made him so upset.
Try + infinitive	making an effort	I *am trying to learn* Spanish.
Try + gerund	experimenting with a new or different approach to see if it works	The room was hot. I *tried opening* the window.

The verb *stop* can be followed either by a gerund or an infinitive of purpose (in order to).

Stop + gerund	When the professor entered the room, the students *stopped talking.*
Stop + infinitive of purpose:	I *stopped to talk* to a friend of mine (I stopped walking in order to talk to him).

The verbs *intend* and *advise* can be followed by either a gerund or an infinitive.

The verb *to intend* is usually followed by an infinitive in informal English and by a gerund in formal English.	*e.g.* I *intend to go* to the meeting. I *intend going* to the meeting.
The verb *advise* is followed by a gerund if there is no pronoun or noun object.	Compare: He *advised buying* a Fiat. (active voice) He *advised me to buy* a Fiat. I was advised to buy a Fiat. (passive voice)

1 **Complete the sentences, using gerunds.**

e.g. A teacher of English must avoid …
A teacher of English must avoid speaking too quickly.

1. When he told the funny joke, we couldn't stop ... .
2. Would you mind ... the window? Thanks.
3. I would like to have some friends over. I am thinking about ... a dinner party.

4. The weather will get better soon. We can leave as soon as it quits ... .
5. Where are you considering ... your vacation?
6. You have to decide where you want to go to the University next year. You can't postpone ... this decision much longer.
7. Nick mentioned ... to school with friends instead of taking the bus.
8. I appreciate ... able to study in peace and quiet.
9. The soldier was accused of … .
10. He insisted on … .
11. She didn't fancy… .
12. They must be sick and tired of … .
13. My doctor advised me to give up… .
14. You ought to think of…, instead of… .
15. I see no reason for not… .
16. There are many difficulties involved in … .
17. He seems to be very fond of … .
18. I would never think of… .
19. By …, the students improved their chances of … .
20. He was told not to bother against… .
21. Who is responsible for … ?
22. I wish you had done something to help, instead of … .

2 Complete the sentences with the correct form, gerund or infinitive, of the verbs in parentheses.

1. Phil suggested (go) to the seaside.
2. Don't tell me her secret. I prefer (know, not).
3. The students practised (recite) Shakespeare's sonnets for the contest.
4. I can't tolerate anyone (be) impolite to other people.
5. Mrs. Stewart can't help (worry) about her children.
6. Jane admitted (be) guilty.
7. I don't recall (hear) Jack mention his relationship to these people.
8. Have you ever tried (drive) in New York? I have, and it's not very pleasant.
9. They went on (talk), although the teacher had asked them to stop.
10. My mother persuaded me (change) my mind.
11. They were made (do) all the work again.
12. We'll have to get someone (repair) the door.
13. I am looking forward to (hear) from you soon.
14. The idea proved (be) very unpopular.
15. It tends (snow) quite a lot in winter in the north of England.
16. The speaker challenged his opponent (state) his views openly.
17. If a visitor came to your town, what places would you advise him (see)?
18. The film was so boring that they could hardly bear (watch) it.
19. You needn't tell me this. I happened (give) all the details by mother.
20. She is expected (operate) on today.
21. Just look at his hands. He is sure (work) in the garage.

3 Open the parentheses. Use infinitives or gerunds in the appropriate forms. Add prepositions where necessary.

1. The poet is known (to live) ... in Paris at that time.
2. Don't make the mistake (to underestimate) ... the opponent.
3. Can I learn to speak better (to listen) ... to records.
4. He is far too lazy (to do) ... it by himself.
5. Are you really thinking (to give up) ... this job?
6. We felt the ground (to rock and tremble) ... under our feet.
7. There is no use (to reason) ... with her now.
8. The poems are believed (to write) ... by a young woman.
9. How can I do it without somebody (to notice) ... me and (to begin) ... to ask questions?
10. She is not likely (to forget) ... her promise.
11. She talked about (to join) ... a ski club.
12. I gave up (to smoke) ... .
13. They are thinking about (to invite) ... Carol to dinner.
14. He apologized for (to come) ... to school late.
15. She smiled broadly and waved her hand. She seemed (to recognise) ... me.
16. You can't learn to skate without (to fall) ... .
17. It's no use (to try) ... to make you see my point.
18. Even if he is out you needn't worry. He is sure (to leave) ... the key under the door-mat.
19. It's different for you. You are used (to walk) ... .
20. She washed her face before (to go) ... downstairs.
21. You needn't mention it again. He is not likely (to forget) ... it.
22. He is believed (to teach) ... by his father.
23. I see no harm (to let) ... them enjoy themselves during vacation.
24. When are they expected (to come) ...?
25. Would you mind (to help) ... this lady with her bags?
26. We expect him (to return) ... late in the summer.
27. If it was settled, there was no point in my (to object) ... .
28. He plans (to leave) ... for Europe on the same boat.
29. Are you used to (to speak to) ... like that by your employer?
30. They learned (to understand) ... English quickly.
31. I have come to apologize for (to cause) ... all that trouble.
32. She is going downtown. She wants (to buy) ... a new dress.
33. Who is responsible (to keep) ... the place in order?
34. Would you mind (to come back) ... later, please?
35. It's unusual (to see) … him up so early in the morning.
36. What harm is there (to stay up) … a little later?
37. Have you ever heard him (to say) ... anything of the kind?
38. They don't seem (to understand) ... the explanation, they are still making the same mistake.
39. He was anxious for them (to go) ... .
40. Why are you so anxious (me to leave) ...?
41. I have a right to know. I insist (to tell) ... the truth.
42. It is worth (to try) ... to do this anyway.

THE PARTICIPLE

The participle is a verb form that retains all the attributes of a verb, such as tense, voice, and be modified by adverbs, but may be used as an adjective. Its forms are:

	Active	Passive	Usage
Participle I (-ing)			
Indefinite	Asking	Being asked	Expresses simultaneousness
Perfect	Having asked	Having been asked	Expresses priority
Participle II (-ed)		asked	Describes the result of an action

The Participle is used	*Examples*
with the auxiliary verbs *be* and *have* to make progressive, perfect and passive verb forms.	He is drawing a picture. You will be told. I have forgotten the rule.
as an attribute	The boy playing in the garden is my brother. The results obtained were good.
as an adverbial modifier	(While) reading he made notes. Having finished his experiments he compared the results. When questioned Pete felt uncomfortable.
as parentheses	Frankly speaking, putting it mildly, taking everything into consideration, she had a right to do it.

1 **Insert the appropriate form of participle I or participle II.**

1. (to read) the advertisement, I hurried to my class to tell them the news.
2. The meals (to prepare) at home are always tasty.
3. I can see someone (to climb) up the hill.
4. We want the work (to finish) by the end of the week.
5. (to reach) the destination he called us to tell everything was fine.
6. He came home only in the evening (to bring) a lot of fruit and vegetables.
7. Houses (to locate) in the suburbs of the city are cheaper.
8. (to convince) of his innocence, the jury pronounced him not guilty.
9. I don't want to recall the long (to forget) adventure.
10. There were three children (to play) in the garden.
11. (to encourage) by her friends she decided to take up journalism.
12. We think that the newly (to appoint) director is no better than his predecessor.
13. (to say) good night to the guests, the children went to bed.
14. No one dared to sleep in the (to abandon) house.
15. May I have a look at the essay (to write) by Helen?
16. (to wash) his face and (to clean) his teeth he went to the kitchen to have breakfast.
17. The square was full of people (to shout) and (to enjoy) themselves.
18. She was very surprised to find herself (to elect) member of the committee.
19. (to arrive) at home, she lay down to regain her breath.

2 **Select the correct prepositions for the blank spaces in the following sentences.**

A. 1. One wing being devoted ... modern art, they had no space for the exhibition.
2. Being convinced … her sincerity, I believed each of her word.
3. Having prepared … the test she came to school in high spirits.
4. We are much obliged … you … the advice you have helped us with.
5. Mr Jason is always taken … a student because he looks very young.
6. Why wasn't I reminded … the meeting?
7. The man, engaged … the conversation, is engaged … my sister.

B. 1. Being married … him for fifteen years she knows all his whims.
2. Having got acquainted … him at the seaside, she decided to invite him to her birthday party.
3. Surprised … the results, she went home pleased … herself.
4. The new taxes imposed … wines and spirits have been taken … granted.
5. Although their house is situated farther from the river they are not secured … floods.
6. He doesn't regret being transferred … his job to another one.
7. When confronted … the evidence of his guilt, he confessed at once.
8. Having recovered … his illness, he resumed his work.
9. Not being warned … the approaching snow storm, the drivers remained blocked … the heavy snowfall.

PREPOSITIONS

1 **Fill in with the necessary prepositions.**

1. She burst … laughter and hurried … , we remained … ourselves and were ashamed … being introduced as her cousins.
2. I don't feel very happy … it. I can't afford to spend all my money … and depend … my parents.
3. We couldn't take our eyes … the fish; it seemed so tasty.
4. I thought it was a cod … first glance.
5. Admission … the universities is … examination. Women are admitted … the same terms … men.
6. The teacher can't be adjusted … each pupil.
7. … long length they reached the inn that was situated … the suburbs.
8. How will they be compensated … their work?
9. Calm down and don't speak … that air … superiority … us. We are not going to listen … you.
10. How is Mary different … her classmates?
11. I couldn't guess … a glance who the person standing … the corner was, but … any rate, I tried not to pay much attention … him.
12. She did it … curiosity; she had no intention … reading her friend's diary.
13. Don't try to break … their conversation; let them reflect … things and come … a consensus.
14. Will you be ... time ... the last bus?
15. She finally decided not to take … French.
16. I am sorry. We've run … … petrol.
17. He will see … it that everything goes well.
18. How did you contribute … yesterday's charity?
19. What steps are taken when an epidemics breaks … ?

2 **Insert the correct prepositions.**

1. What do you associate this word …?
2. How can you feel … ease with him? He doesn't gossip much.
3. She can't go … her nature, that's why they think that she is putting … airs.
4. We haven't yet figured … how to solve the dilemma.
5. Does this path run … the forest?
6. Don't come too close … the dog; it may bite you.
7. What does the article deal …?
8. She lives … a pension … 640 lei, but she is … nobody's debt.
9. Do you have anything … inviting Susan to our party?
10. What is the use … being so strict … him?
11. Nobody could make … the writing; it was illegible.
12. He was alone … the night-coming sky.
13. … his absence there is always somebody to put … some arguments.
14. All this haste is … no use.
15. He kept cursing … the stupid mistake.
16. The children rushed … of the school gate.
17. He was very hurt … their criticism.
18. They were travelling … full speed.
19. He searched … all the drawers … the missing papers.
20. The tie he has bought goes very well … his suit.
21. The Bartons won't have dinner … the time Alice calls … them.

3 **Probe your memory. Learn how to use the prepositions from the word combinations below in sentences of your own.**

About: to be about something; about 10 miles.
After: to look after somebody; after the latest fashion.
Against: to be against a plan; insurance against accidents.
At: at work; at the wheel; to be clever at math.
Before: to appear before the court.
Behind: to be behind the schedule; behind the rest of the class.
Below: to be below the standard; below the average; below the sea level.
Beneath: to be beneath one's dignity.
Between: disagreement between them.
Beyond: it is beyond my power; it is beyond belief.
By: by railway; by plane; by weight; by the piece; older by two years.
For: to be for sale; to buy for cash; for ages; medicines for cold.
From: exemption from taxes; to make cheese from milk; painted from nature.
In: to take part in something; to be engaged in something; to write in English; to paint in oil; to be rich in oil; in a low voice; in an hour; to be in high spirits.
Into: to put into operation; to turn into something.
Off: to keep off the subject; to be off duty.
On: to be on a trip; to be on sick-leave; to live on vegetables; to comment on something; on television; on the phone; on the radio.
Out of: made out of wood; a house made out of bricks; 20 people out of 100; out of breath; out of order.
Over: to spend hours over chess; he is over sixty; a superiority over somebody.
Through: you can attain good results only through hard work; to succeed through perseverance; through the country; from March through August.
Throughout: throughout the house, throughout the country.
Under: to be under construction; under the microscope; under pressure.
With: to cope with something; to present with something; to buy with money.
Within: within three minutes; within four years; within the city; within sight.
Without: without answering; without sugar; to do without something.

Scripts

UNIT I

Lesson 3

Teacher – Okay everyone, turn in your homework essays. Make sure that your names are on them..

Thomas – Uh, I didn't do it. My brother had a birthday party, and I was out late last night.

Teacher – Wait here a moment until everyone has left. (The teacher waits until the last student has left the room then turns to Thomas.) And? You were given that assignment on Monday. You had a whole week to get it done.

Thomas – Well, yeah, but I had a lot of work to do as well in other classes.

Teacher – I understand, but you know that you have homework in all your classes. Your classmates have the same amount of homework, and they managed to get it done.

Thomas – Well, yeah. But...

Teacher – Thomas, let's take a quick look at your coursework for this semester. You've missed a lot of marks by not turning in most of your assignments.

Thomas – Well, I don't understand what to do.

Teacher – Why haven't you asked me or one of your classmates if you had questions?

Thomas – Well I...

Teacher – Thomas, why do you have homework?

Thomas – I don't know. So you can punish us?

Teacher – Hardly. Remember, I have to check not only your work, but also the work for the whole class. If anyone is being punished, it's me. Really, why do you have homework?

Thomas – Are you going to tell me it's to help us learn?

Teacher – Well, I was going to say that homework is one of the best ways to practice what you've learned. But, more importantly, it is a way for you to take responsibility for what you learn and how you learn it. No one is going to make you do your homework, but then you have to be responsible for your low grade. You can't blame it on someone else.

Thomas – Well, is there any way that I can make up some of my back work?

Teacher – Bring me in the essay that was due today. You won't get full credit for it, but you will get something.

Thomas – Okay, I'll work to get it done for the next class.

Lesson 4

My Mother's Hands

At last, the door opened and my father walked calmly in. He had a small package in his hands. He smiled quietly and said, "Hello."

"Where have you been?" I asked. My mother was forced to smile. She was so glad to see him.

"I went to a movie."

My mother was stunned. "A movie?"

"The Arcade. All in bright color. It hurt my eyes."

"What was it about?" I asked, to make conversation.

My father shrugged. "A lot of young, foolish girls and their mushy love affairs."

"Oh," I said.

"You want some tea?" my mother asked.

"The movie was out at eleven," I said.

My father shrugged. "I went to Walgreen's to make a purchase."

"I'll make some nice warm tea," my mother said. "You must be tired after all that color and those mushy girls."

"Sentimental stuff," my father said. "Movies don't change. They're just bigger and louder. Here!"

He handed her the package. It was a bottle of hand lotion, the sort that is guaranteed to make your hands as soft as silk. My father handed it to my mother and hung his head a little and blushed. It was quite touching.

My mother beamed. Her eyes gleamed behind her thick spectacles. "What a lovely bottle."

"They say it keeps your hands like velvet," my father said.

My mother's hands have worked for me and others for many, many years; washing, baking, scrubbing, digging in a garden . . . they are gnarled and the veins are prominent and they are rough from years of work. To my father, though, they must have been the hands of a young woman, of a woman he loved, a woman who had stayed for a long time in his heart as precisely the same woman . . . and her hands were as velvet to him and he wanted to keep them that way.

My mother was weeping again but this time with pleasure and love.

I said, "Well, I've got to get along and you better go to bed."

So I went and left them to make up and to smile and to be alone. It was a moment, I am sure, when they preferred no company.

UNIT II

Lesson 1

POWHATAN & POCAHONTAS

When English settlers founded Jamestown Colony in 1607, all of the area around it (now part of the state of Virginia) was occupied by Indian tribes. At the head of these tribes was a powerful chief known as Powhatan. Although Chief Powhatan could easily have destroyed the entire young colony, he and his people were generally friendly during the pioneers' first difficult years.

Powhatan was about 60 years old when the English settlers came. He was a tall, dignified man with a stern, suspicious face, and he had a reputation for cruelty to anyone who tried to oppose him. But Powhatan had a very soft heart for his "dearest daughter," Pocahontas, who was a girl of about 13 at the time of the English arrivals.

Many legends have come down to us about Pocahontas. One of these stories tells about a time when Captain John Smith, leader of the English settlers, went too far into Indian territory and was captured by the Indians. Powhatan ordered his men to kill Captain Smith, but Pocahontas saved his life by throwing herself over his body. She begged her father not to kill him, and Powhatan, affected by his daughter's earnest requests, pardoned the English leader and sent him back to Jamestown in peace.

In 1609, in order to preserve the good will between the Indians and themselves, the English settlers made Chief Powhatan king of the territory. They did this with a very grand and solemn ceremony. But, according to Captain Smith, the ceremony was not a complete success. Powhatan was more interested in the gifts that accompanied the event than in the crown itself, and he did not want to bow his head even long enough for the crown to be placed on it.

After John Smith returned to England, the relations between the Indians and the white men became less friendly. Promises were broken by both groups. The English intruded on Indian lands, and the resentful Powhatans captured settlers and seized their possessions. For several years there were conflicts between them.

In 1613 the English developed a plan to recover the goods and prisoners that the Indians had taken from them. Knowing of Powhatan's great love for his daughter, they persuaded Pocahontas to board a British ship which lay at anchor in the Potomac River. They then sailed to Jamestown. With such a valuable hostage, the settlers were able to arrange an exchange: the Indians returned the English prisoners and possessions to the colonists, and the colonists returned Pocahontas to her father.

But while Pocahontas was living among the English at Jamestown, she had met John Rolfe, "an honest gentleman and of good behaviour," as records of the time describe him. The two fell in love. After Pocahontas had been converted to Christianity and had been given the name "the Lady Rebecca," she and Rolfe were married.

The marriage was of much benefit to the English colonists, for Powhatan kept peace with them until his death in 1618.

In 1616 Mr. and Mrs. Rolfe and several of the Indians accompanied Jamestown Governor Thomas Dale to England, where Pocahontas was received as a princess. She lived happily there until, at about 22 years of age, she died of smallpox. Her only son, Thomas Rolfe, returned as a young man to the home of his mother and later founded one of America's most respected families–the Randolphs of Virginia. Several groups of Indians, descendants of the Powhatans, are found today in Virginia. The best known of these are the Pamunkey and the Mattaponi.

Lesson 2

Ethnic Groups and Minorities

Erica Ward is a seventeen-year-old high school student who lives in a small town in New York State. For a recent school history project she was asked to count the different ethnic groups from which she is descended. After discussing this question with older relatives, she put together this list:

Nationality groups – English, Dutch, German, Irish and French.

Racial groups – white, and Native American.

Religious groups – Catholic Christian and at least five types of Protestant Christian: Baptist, Mormon, Methodist, Congregationalist and Unitarian. In addition, some of her cousins are Jewish.

Erica's earliest known ancestor to migrate to the New World was Dutch, and landed in New York in 1678. The most recent migrant was a German who came to Philadelphia in about 1848. Of course her Creek Indian ancestors have been in America for thousands of years.

Lesson 4

The Ant and the Grasshopper

Part II

When I was a very small boy I was made to learn by heart certain of the fables of La Fontaine, and the moral of each was carefully explained to me. Among those I learnt was "The Ant and the Grasshopper", which is devised to bring home to the young the useful lesson that in an imperfect world industry is rewarded and giddiness punished. In this admirable fable (I apologise for telling something which everyone is politely, but inexactly, supposed to know) the ant spends a laborious summer gathering its winter store; while the grasshopper sits on a blade of grass singing to the sun. Winter comes and the ant is comfortably provided for, but the grasshopper has an empty larder: he goes to the ant and begs for a little food. Then the ant gives him her classic answer:

"What were you doing in the summer time?"

"Saving your presence, I sang, I sang all day, all right."

"You sang, Why, then go and dance."

I do not ascribe it to perversity on my part, but rather to the inconsequence of childhood, which is deficient in moral sense, that I could never quite reconcile myself to the lesson. My sympathies were with the grasshopper and for some time I never saw an ant without putting my foot on it. In this summary (and, as I have discovered since, entirely human) fashion I sought to express my disapproval of prudence and common sense.

* * *

Part III

I was prepared for the worst. I wondered if Tom had got into the hands of the police at last. George could hardly bring himself to speak.

"You're not going to deny that all my life I've been hardworking, decent, respectable and straightforward. After a life of industry and thrift I can look forward to retiring on a small income in gilt-edged securities. I've always done my duty in that state of life in which it has pleased Providence to place me."

"True."

"And you can't deny that Tom has been an idle, worthless, dissolute and dishonourable rogue. If there were any justice he'd be in the workhouse."

"True."

George grew red in the face.

"A few weeks ago he became engaged to a woman old enough to be his mother. And now she's died and left him everything she had. Half a million pounds, a yacht, a house in London and a house in the country."

I could not help it. I burst into a shout of laughter as I looked at George's wrathful face, I rolled in my chair; I very nearly fell on the floor. George never forgave me. But Tom often asked me to excellent dinners in his charming house in Mayfair, and if he occasionally borrows a trifle from me, that is merely from force of habit. It is never more than a sovereign.

UNIT III

Lesson 1

Song of the Exile

Land of bear and land of eagle
Land that gave us birth and blessing
Land that called us ever homewards
We will go home across the mountains

We will go home, we will go home
We will go home across the mountains
We will go home, we will go home
We will go home across the mountains

Land of freedom land of heroes
Land that gave us hope and memories
Hear our singing hear our longing
We will go home across the mountains

We will go home, we will go home
We will go home across the mountains
We will go home, we will go home
We will go home across the mountains

Land of sun and land of moonlight
Land that gave us joy and sorrow
Land that gave us love and laughter
We will go home across the mountains

We will go home, we will go home
We will go home across the mountains
We will go home, we will go home
We will go home across the mountains

When the land is there before us
We have gone home across the mountains
We will go home, we will go home
We will go home across the mountains

Lesson 4

Fair of Face

"Rosamund, of course. Aubrey gave them to her while all the shindy was going on in front of the Titian. She simply put them in her bag and walked out. I'd only just got them back from her when you came in."

"Rosamund!" It was my turn to be surprised. "Then the whole thing was a put-up job between them?"

"Yes. She made no bones about it. They wanted to get married and hadn't any money, and she knew a dealer who would give a price for things like these with no questions asked and–and there you are."

"Then how did you come into it?" I asked.

Deborah's face underwent a subtle change. For a moment I could see what she would look like when she was an old woman–still like a classical goddess, but a goddess aware of the follies of mankind and a little weary of them.

"Aubrey said that if I posed in front of the Titian it would be wonderful publicity for the exhibition–and, of course, I fell for it." She laughed mirthlessly. "I've only just remembered. When Aubrey wanted to make fun of me he used to say I'd make a wonderful cover girl. That's just what I was–a cover girl for him and Rosamund."

She stood up and picked up the statuettes.

"These will have to go back to the gallery, I suppose," she said. "Can it be done without too much fuss? It's silly of me, I know, but I'd rather they didn't prosecute Aubrey."

I made sympathetic noises.

"It was Rosamund's idea in the first place," she went on. "I'm sure of that. Aubrey hasn't the wits to think of anything so clever."

"It was clever enough," I said. "But you saw through it at once. How was that?"

Deborah smiled rather wryly.

"I'm not clever," she said. "But that old dark picture with the glass on it made a perfect mirror. Aubrey told me to stand in front of it, so I did. But I'm not interested in art, you know. I was looking at myself. And of course I couldn't help seeing what was happening just behind me..."

Round Up

Waterloo Sunset

Dirty old river, must you keep rolling
Flowing …. the night
People so busy, makes me feel dizzy
Taxi light shines so bright
But I don't need no friends
As long as I gaze … Waterloo sunset
I am … paradise
Every day I look … the world … my window
But chilly, chilly is the evening time

Waterloo sunset's fine
Terry meets Julie, Waterloo Station
Every Friday night
But I am so lazy, don't want to wander
I stay … home … night
But I don't feel afraid
As long as I gaze … Waterloo sunset
I am … paradise

UNIT IV

Lesson 4

Effie Whittlesy

by George Ade

Part II

Effie was "doing up" the dishes when Mr. Wallace lounged into the kitchen and began a roundabout talk. His wife, seated in the front room, heard the prolonged murmur. Ed and Effie were going over the family histories of Brainerd and recalling incidents that may have related to mud pies or school exhibitions.

Mrs. Wallace had been a Twombley, of Baltimore, and no Twombley, with relatives in Virginia, could humiliate herself into rivalry with a kitchen girl, or dream of such a thing, so why should Mrs. Wallace be uneasy and constantly wonder what Ed and Effie were talking about?

Mrs. Wallace was faint from loss of pride. The night before they had dined with the Gages. Mr. Wallace, a picture of distinction in his evening clothes, had shown himself the bright light of the seven who sat at the table. She had been proud of him. Twenty-four hours later a servant emerges from the kitchen and hails him as "Ed"!

The low talk in the kitchen continued. Mrs. Wallace had a feverish longing to tiptoe down that way and listen, or else go into the kitchen, sweepingly, and with a few succinct commands, set Miss Whittlesy back into her menial station. But she knew that Mr. Wallace would misinterpret any such move and probably taunt her with joking references to her "jealousy," so she forbore.

Mr. Wallace, with an unlighted cigar in his mouth (Effie had forbidden him to smoke in the kitchen), leaned in the doorway and waited to give the conversation a turn.

At last he said, "Effie, why don't you go down and visit Lora for a month or so? She'd be glad to see you."

"I know, Ed, but I ain't a Rockefeller to lay off work a month at a time an' go around visitin' my relations. I'd like to well enough– but–"

"Oh pshaw! I can get you a ticket to Brainerd tomorrow and it won't cost you anything down there."

"No, it ain't Chicago, that's a fact. A dollar goes a good ways down there. But what'll your wife do? She told me today she'd had an awful time gettin' any help."

"Well–to tell you the truth, Effie, you see–you're an old friend of mine and I don't like the idea of your being here in my house as a–well, as a hired girl."

"No, I guess I'm a servant now. I used to be a hired girl when I worked for your ma, but now I'm a servant. I don't see as it makes any difference what you call me, as long as the work's the same."

"You understand what I mean, don't you? Any time you come here to my house I want you to come as an old acquaintance–a visitor, not a servant."

"Ed Wallace, don't be foolish. I'd as soon work for you as anyone, and a good deal sooner."

"I know, but I wouldn't like to see my wife giving orders to an old friend, as you are. You understand, don't you?"

"I don't know. I'll quit if you say so."

"Tut! tut! I'll get you that ticket and you can start for Brainerd tomorrow. Promise me, now."

"I'll go, and tickled enough, if that's the way you look at it."

"And if you come back, I can get you a dozen places to work."

Next evening Effie departed by carriage, although protesting against the luxury.

"Ed Wallace," she said, pausing in the hallway, "they never will believe me when I tell it in Brainerd."

"Give them my best and tell them I'm about the same as ever."

I'll do that. Good-by."

"Good-by."

Part III

Mrs. Wallace, watching from the window, saw Effie disappear into the carriage.

"Thank goodness," said she.

"Yes," said Mr. Wallace, to whom the whole episode had been like a cheering beverage, "I've invited her to call when she comes back."

"To call–here?"

"Most assuredly. I told her you'd be delighted to see her at any time."

"The idea! Did you invite her, really?"

"Of course I did! And I'm reasonably certain that she'll come."

"What shall I do?"

"I think you can manage it, even if you never did live in Brainerd."

Then the revulsion came and Mrs. Wallace, with a return of pride in her husband, said she would try.

BeatriceGloria_personal library

UNIT V

Lesson 1

A. Tell us about the Association you represent. What do you deal with?

E.R. We are the Association of Professional Translators of the Republic of Moldova. There are more than fifty members and we support the rights of the translators/ interpreters. We organize many events where our members can learn new things. We stay current with the new technologies in translation science.

A. How is it to translate.?

E.R. To translate/ interpret is not easy. The job is compared to a pilot's of an airplane taking into consideration the stress and concentration.

A. Who requests your services? Are they only institutions in Moldova or are there foreign institutions that you translate for?

E.R. The majority of the institutions are International Organizations, and our local projects that work with international experts.

A. Are Moldovan translators good professionals?

E.R. We can say that some are well known with international recognition who are registered with TAIEX and EU, they are working for the Council of Europe and are contracted directly from Brussels. These institutions access our web page and try co contact directly most experienced of our translator. Being a member of a professional association is very prestigious and it means that you are a professional.

A. Is your remuneration good?

E.R. Yes, the remuneration seems very good in comparison with salaries in the Republic of Moldova but not so good in comparison with translators' remuneration in the EU and at the international conferences organized by the UN at the global level.

Lesson 2

1. Innovation (60%)
2. Research (30%)
3. Publications (10%)
4. Facilities (15%)
5. Teaching (30%)
6. Employability (40%)
7. Social Responsibility (15%)

Lesson 4

It's a Great Life

It's a great life
Go get the thought that you're after;
Hold out for good times and laughter
This is your chance for hope for today.
It's a great life
Why don't you reach out and take it?
Jump for the top and you'll make it;
Stick with your dreams and you'll find your way.

You'll Be A MAN, MY SON!

by Suzanne Chazin

Part I

THE RUMPLED, brown-paper package was addressed simply to "Monsieur Kipling." Rudyard Kipling, celebrated British author and Nobel Prize-winner, opened it, his curiosity piqued by the painstaking scrawl. Inside was a red box containing a French translation of his novel "Kim" pierced by a bullet hole that stopped at the last 20 pages. Through the hole, tied with string, dangled the Maltese Cross of the Croix de Guerre, France's medal for bravery in war.

The book had been sent by a young French soldier, Maurice Hamonneau. He explained in a letter that had Kim not been in his pocket when he went into battle, he would have been killed. Hamonneau asked Kipling to accept the book and medal as a token of gratitude. Kipling felt more moved than he had been by any other honor he'd received. Through him, God had spared the life of this soldier. If only he had spared the life of another–one who meant more to Kipling than all the honors in the world.

Part II

Twenty-one years before, in the summer of 1897, Kipling's American wife, Carrie, bore their third child. The Kiplings already had two daughters, Josephine and Elsie, whom Rudyard adored. He hoped for a boy this time. He would always remember the moment that high-pitched squeal rang out. "Mr. Kipling," the doctor called, "you have a son!"

Soon Kipling was gazing at an almost-nine-pound, swaddled bundle. He cradled the warm, yawning infant in his arms, and a yearning rose within him more profound than any he had ever known.

John Kipling, as they named the boy, turned out to be a bright, cheerful and uncomplaining child. Kipling felt blessed.

His son John was growing tall and handsome. Though not a skilled athlete, John loved competing in sports at his boarding school. Mow Kipling loved to watch his son, radiant with enthusiasm, dashing across die rugby field. How proud Kipling was – not because John was a great athlete but because he showed the quiet spunk and good humor that the father admired. John congratulated team mates and opponents on their efforts. He never bragged about a win or whined about a loss. If he broke a school rule, he took his punishment without complaint. He accepted responsibility for his actions. The boy, Kipling realized, was becoming a man.

By 1915, the war Kipling had predicted was raging in Europe. His son John was now a tall, lean, quickwitted 17-year-old with nut-brown hair, sparkling hazel eyes and the wispy beginnings of a mustache. Since he had poor eyesight like his father, he was rejected as an officer by both the army and the navy. Eventually Kipling managed to get him a commission as a second lieutenant with the Irish Guards, which he eagerly accepted.

Shipped to Ireland, John proved an able officer. Meanwhile, Kipling campaigned on the home front for volunteers and visited France to write about the war.